La Cosecha

Our Leaders, Our Culture, Our Harvest

Náásgóó nihízaad nooséétgo bee nihee’iíná’ bidziil

“Quisieron enterrarnos, pero no sabían que éramos semillas.”
—Mexican proverb

23rd ANNUAL DUAL LANGUAGE CONFERENCE

November 14 – 17, 2018  •  Santa Fe, NM
Bienvenidos * Welcome
From the La Cosecha 2018 Planning Committee
The Conference by Teachers for Teachers

Planning Committee
Raquel Balboa - Retired Educator
Jessica Chavarria - APS
Bernie Chávez - Adobe Acres
José Azul Cortes - University of New Mexico
Olivia Marie Domínguez - Helen Cordero Primary
Gabriela Eldredge – Montezuma Elementary
Delia (Dee) García - Retired Educator
JoAnn García - Queen of Heaven School
Luis García - Ernie Pyle Middle School
Rosie González-Rogers – Retired Educator
Gina González-Young - Sandoval Academy of Bilingual Education
José Antonio Lecea Yanguas - University of New Mexico
Florence López - La Mesa Elementary
Carmen López-Gaston - Dolores Gonzales Elementary
Stephanie Lozoya - Alamosa Elementary
Virginia L. Montoya - La Mesa Elementary
Brad Neu - East San José
Nancy Pajón-Knybel - LAUSD
Darlene Pilon - Ernie Pyle Middle School
Reyes Recuero - Alvarado Elementary
Jackie Rodríguez – Sandoval Academy of Bilingual Education
Silvia Sosa de Chávez - Valle Vista Elementary

¡Gracias La Cosecha Strategic Partners!

New Mexico Association for Bilingual Education
The Center for the Education and Study of Diverse Populations – NM Highlands University
American Indian Language Policy Research and Teacher Training Center
Massachusetts Association for Bilingual Education
CILAC Freire
National Dual Language Forum

California Association for Bilingual Education
Center for Applied Linguistics (CAL)
Centro español de recursos – UNM, Albuquerque
The BUENO Center for Multicultural Education
Association for Two-Way and Dual Language Education
Colorado Association for Bilingual Education
Center for Advanced Research on Language Acquisition - University of Minnesota
# La Cosecha 2018

**Conference Schedule At-A-Glance**

**Wednesday, November 14, 2018**

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<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>6:45 am – 3:00 pm</td>
<td>School Visits (Ticketed Event)</td>
<td>Depart from SFCC</td>
</tr>
<tr>
<td>8:00 am – 4:00 pm</td>
<td>Pre-Conferences (registration required)</td>
<td>SFCC, La Fonda, Eldorado, Inn &amp; Spa at Loretto</td>
</tr>
<tr>
<td></td>
<td>See Pre-Conference Schedule (pg. 25)</td>
<td></td>
</tr>
<tr>
<td>8:00 am – 4:00 pm</td>
<td>DleNM Partner and Special Meetings</td>
<td>SFCC, Eldorado, Drury</td>
</tr>
<tr>
<td>12:00 pm – 5:00 pm</td>
<td>Early Check-In</td>
<td>Eldorado Hotel Lounge</td>
</tr>
<tr>
<td>1:00 pm – 5:00 pm</td>
<td>Exhibits Open</td>
<td>Eldorado Hotel &amp; SFCC</td>
</tr>
<tr>
<td>5:30 pm – 8:30 pm</td>
<td>Opening Session and Reception – Night at the Exhibits!</td>
<td>SFCC – Ballroom</td>
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</table>

**Thursday, November 15, 2018**

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<tr>
<th>Time</th>
<th>Event Details</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00 am – 12:00 pm</td>
<td>Check-In</td>
<td>Eldorado Hotel - Cava Lounge</td>
</tr>
<tr>
<td>7:00 am – 5:00 pm</td>
<td>Exhibits</td>
<td>Eldorado Hotel &amp; SFCC</td>
</tr>
<tr>
<td>8:00 am – 9:45 am</td>
<td>Plenary Session</td>
<td>SFCC - Ballroom</td>
</tr>
<tr>
<td>8:00 am – 9:45 am</td>
<td>Plenary Session</td>
<td>La Fonda - Ballroom</td>
</tr>
<tr>
<td>10:00 am – 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, Drury Inn, NM Art Museum/St. Francis Auditorium</td>
</tr>
<tr>
<td>11:30 am – 1:15 pm</td>
<td>Networking Luncheons</td>
<td>SFCC, Eldorado, La Fonda, Inn &amp; Spa at Loretto</td>
</tr>
<tr>
<td>6:30 pm – 9:30 pm</td>
<td><em>Peña musical</em> (Varios músicos) – Sponsor Receptions</td>
<td>Inn &amp; Spa at Loretto - Tesuque (Theatre)</td>
</tr>
</tbody>
</table>

**Friday, November 16, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 4:30 pm</td>
<td>Exhibits</td>
<td>Eldorado Hotel &amp; SFCC</td>
</tr>
<tr>
<td>8:00 am – 9:45 am</td>
<td>Plenary Session</td>
<td>SFCC - Ballroom</td>
</tr>
<tr>
<td>8:00 am – 9:45 am</td>
<td>Plenary Session</td>
<td>La Fonda - Ballroom</td>
</tr>
<tr>
<td>10:00 am – 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, NM Art Museum/St. Francis Auditorium, Drury Inn, La Posada</td>
</tr>
<tr>
<td>11:30 am – 1:00 pm</td>
<td>Networking Luncheons</td>
<td>SFCC, Eldorado, La Fonda, Inn &amp; Spa at Loretto</td>
</tr>
<tr>
<td>8:00 am – 4:30 pm</td>
<td>Student Leadership Institute</td>
<td>La Posada de Santa Fe</td>
</tr>
</tbody>
</table>

**Saturday, November 17, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am – 9:30 am</td>
<td>Breakfast with an Expert</td>
<td>SFCC - Ballroom</td>
</tr>
<tr>
<td>9:45 am – 11:00 am</td>
<td>Concurrent Sessions</td>
<td>SFCC, First Presbyterian, La Fonda, Drury Inn</td>
</tr>
<tr>
<td>11:15 am – 11:55 am</td>
<td>Closing</td>
<td>SFCC - Ballroom</td>
</tr>
</tbody>
</table>
La Cosecha 2018 • Santa Fe, New Mexico

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Download the conference app on your smartphone or tablet to stay connected and have the most up-to-date conference information 24/7!

Keyword: La Cosecha

Event URL: https://crowd.cc/lacosecha2018
Welcome to Santa Fe, New Mexico, for the 23rd annual La Cosecha, 2018!

This year’s conference theme is Our Leaders, Our Culture, Our Harvest. On behalf of Dual Language Education of New Mexico’s Board of Directors, we would like to express how important it is, now more than ever, to come together to celebrate who we are as Dual Language Education advocates. The leaders of this country need to hear our collective voices and know we are here! We are strong! And we will serve all students with the intention that each and every one is honored for who they are and where they come from. Thank you for being here to engage with us!

¡Seguimos con la cosecha!

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

¡Bienvenidos a Santa Fe, Nuevo México, para el vigésimo tercer año de La Cosecha!

El tema del congreso de 2018 es, Nuestros líderes, nuestra cultura, nuestra cosecha. En nombre de la cámara directiva de Dual Language Education of New Mexico quisiéramos enfatizar, ahora más que nunca, la importancia de reunirse y celebrar nuestro papel como defensores de la educación dual. ¡Los líderes de este país necesitan escuchar nuestra voz colectiva y reconocer que existimos! ¡Somos fuertes! Y atenderemos a todos los estudiantes con la intención de honrar a cada uno de ellos por quiénes son y de dónde vienen. Muchísimas gracias por estar aquí con nosotros.

¡Seguimos con la cosecha!

Loretta Booker, Co-Chair, DLeNM
Dr. Sylvia Martinez, Co-Chair, DLeNM
Dear Colleagues:

It is an honor to have you join us in Santa Fe for La Cosecha, the 23rd Annual Dual Language Conference. We welcome you to experience our rich history, culture, and linguistic heritage during your stay in New Mexico. This year’s conference theme of “Our Leaders, Our Culture, Our Harvest” highlights the importance of leadership as the cornerstone of our work and advocacy for the academic success and happiness of our students.

In New Mexico, we celebrate over 40 years of bilingual education and the work continues so we may ensure bilingualism, biliteracy and biculturalism for future generations, as well as to empower our nation’s multilingual learner to develop their multicultural identities. Our state-funded Bilingual Multicultural Education Programs serve over 50,000 students in American Sign Language, Diné, Jicarilla, Keres, Spanish, Tewa, Tiwa, Towa and Zuni languages. As we move forward, we are committed to increasing the number of students served in student-centered dual language programs and ensuring that the teachers serving them are set up for success.

We hope you gain insights from the conference that will support you in providing strong language and content instruction with grade-level assignments that are deeply engaging and hold students to high standards.

In partnership,

Mayra A. Valtierrre
Director, Language and Culture Bureau
Hispanic Education Liaison
New Mexico Public Education Department
Dear La Cosecha Attendees,

On behalf of Keres Children’s Learning Center (KCLC), our students, staff, and families, we welcome you to New Mexico. Long before the Spanish Conquistadors arrived here in Santa Fe, the area was already populated with many indigenous tribes who spoke various languages such as Tewa, Keres, Towa, Tiwa, and Zuni. Our people were called “Pueblo” people by the Spanish. The word pueblo remains today and many refer to us as the 19 Pueblos of NM.

Embedded in these languages, are our knowledge systems, values, beliefs, and ways of raising our children and so much more. In the last 100 years, our languages have been even more disrupted and have become weakened, due to the boarding school effort, colonialism, and white supremacy culture. Our tribal leaders encourage all of our people to work towards speaking and revitalizing our languages.

With the revitalization of our languages comes the restoration of our familial connections, our responsibilities to one another and the land, our food systems, and so much more. At KCLC, our students, their families, and our tribal leadership bring us hope in helping us to fulfill our mission: KCLC strives to reclaim our children’s education and honor our heritage by using a comprehensive cultural and academic curriculum to assist families in nurturing Keres speaking, holistically healthy, community minded, and academically strong students.

When you are working towards supporting your languages, we hope that you will remember our languages that have inhabited these lands for thousands of years and the ways of our beautiful Pueblo people.

We truly hope that you enjoy the wonderful La Cosecha conference and your stay here in New Mexico.

Sincerely,

Trisha Moquina
Co-Founder/Education Director

Tracey Cordero
Indigenous Montessori Institute, Director
¡Es con alegría y emoción que les damos una cordial bienvenida al vigésimo tercero congreso de La Cosecha! Como organización fraternal, Center for the Education and Study of Diverse Populations (CESDP) en New Mexico Highlands University, ha tenido la oportunidad de convidar, colaborar, y abogar lado a lado con Dual Language Education of New Mexico (DLeNM) por los últimos veinte y tantos años.

Durante ese tiempo, hemos tenido el gusto de observar al congreso La Cosecha crecer, desde sus primeras semillas regadas en el corazón de Albuquerque, a un congreso de peso, fama, e indudablemente nacional. La Cosecha desarrolló, desde su inicio, valores fuertes y sostenibles como apoyar al prójimo, crear una red de colaboración, reconocer el trabajo como privilegio, promover el bilingüismo y multiculturalismo, comprometerse a la comunidad – todos estos son el meollo que nos llevan como “cosecheros” hacia un éxito donde no tenemos que cambiar nuestra cultura e identidad a favor de otra, sino gozar de ambos.

Estas raíces humildes son las que han dado al congreso una personalidad distinta, y lo ha hecho un destino donde los participantes puedan sentirse motivados a expandir su conocimiento y poner en servicio de sus comunidades. Aún más, los valores que han guiado el trabajo de La Cosecha por tantos años ahora están estimulando que se oigan otras y más voces entre todos. Nuestra comunidad indígena sigue fortaleciéndose, y en un momento decisivo están tomando control del destino de sus culturas e idiomas.

En fin, queremos darles a DLeNM y La Cosecha las gracias por las memorias y la nueva invitación de embarcar en un año nuevo de lucha y trabajo a favor de nuestras comunidades bilingües emergentes. Desde los niños de primaria, los jóvenes de la secundaria, los maestros, familias, ancianos y CESDP – estamos todos aquí para apoyar a este congreso y dar la bienvenida con un abrazo fuerte y una sonrisa.

¡Vengan a echar una mano con la cosecha!
Adrian Sandoval, Patricia Jiménez-Latham & Ron Martínez

George Mason University
Center for Multilingual/Multicultural Education

To our esteemed dual language colleagues throughout the United States and around the world:

We welcome you to the most exciting and exhilarating national/international professional conference of dual language educators! This is the biggest gathering of bilingual educators focused on the enrichment form of schooling through two languages. We are thrilled to watch this model of schooling spread throughout the U.S., as more and more school districts recognize that dual language education best meets the needs of all students, and especially for English learners at all grade levels. Remember to explain to all education policy makers and to all the families enrolling in your school district: “Dual language education is the standard curriculum taught through two languages—it is the mainstream. It is not a separate, segregated program. Dual language classes are for all students.” (Thomas & Collier, Why Dual Language Schooling, p. 1, published by Dual Language Education of New Mexico in 2017.)

This year at La Cosecha we are with you in spirit. We are at home taking care of our very dear daughter who is currently facing a very serious health challenge. We promise to return to La Cosecha 2019.

We hope everyone will purchase our new book being released for sale this year at La Cosecha—Transforming Secondary Education: Middle and High School Dual Language Programs. This is another dynamite book, with 21 contributing authors from 10 states who are experienced secondary dual language educators. Secondary DL is very different from elementary DL schooling, and this is your best source for understanding how to extend your successful elementary DL programs into outstanding secondary DL programs, PK-12! As far as we know, this is the first book published on secondary dual language education—enjoy!

Blessings to all,
Ginger & Wayne

Dr. Virginia Collier – vcollier@gmu.edu
Dr. Wayne Thomas – wthomas@gmu.edu
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2018 Conference Poster Artist

Amy Baca López
Creative Warrior

Amy is a painter and dual language/culture enthusiast. With a Bachelors in English, she has always been passionate about language. Several years after graduating college at the University of New Mexico, Amy traveled the world and furthered her understanding of how people think and express what is alive inside themselves through different languages. Amy trekked the Camino de Santiago in Northwestern Spain in 2009 and came back an artist.

After years of sitting behind a computer as a graphic designer, she reasons, “I figure if I can walk across a country, I can paint across a canvas. Both are slow, and that’s okay with me.” She is inspired by the idea that “thoughts become things.” Her intention is to think positive thoughts and paint symbols of a higher reality. Through her art, Amy has been able to share some of the wisdom and cultural perspective she experienced in her travels and studies. “I always choose symbols that are positive and uplifting - like a flower being the highest potential of the plant, and the sun being a powerful source of energy and knowledge.”

Are you a Spanish/English bilingual educator who is passionate about helping others improve academic outcomes?

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2018 Conference Partners
¡Muchas Gracias!
There are over 280 professional presentations and workshops at La Cosecha 2018. 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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<th>Los programas educativos de la inmersión dual</th>
<th>La metodología inspirada en el éxito</th>
<th>Los aspectos esenciales de la inmersión dual</th>
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<td>Dual Language Education Programs</td>
<td>Achievement Inspired Instruction</td>
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<td>El desarrollo del lenguaje académico Academic Language Development</td>
<td>Liderazgo y defensa de la política de los programas de inmersión dual Leadership Policy and Advocacy</td>
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<td>DLE Program Development Early Childhood/Elementary/Secondary</td>
<td>La contextualización del contenido educativo Sheltering Content</td>
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<td>Los servicios de educación especial Special Education Services</td>
<td>La lectoescritura en dos idiomas/ Enseñando para la transferencia de un idioma a otro Biliteracy Development/Teaching for Transfer</td>
<td>La capacidad de respuesta socio-cultural Socio-Cultural Responsiveness</td>
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<tr>
<td>Los estándares del &quot;Common Core&quot; Common Core Standards Alignment</td>
<td>STEM – La integración de la tecnología STEM – Integrating Technology</td>
<td>La familia/comunidad Family/Community</td>
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<tr>
<td>Los programas unidireccionales de las lenguas indígenas Indigenous Language One-Way Programs</td>
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- Teaching Reading to Students Learning English
- Developing Academic Literacy and Language in the Content Areas
- Fostering Spanish Language and Literacy Development
- Newcomers in Your School: Cultural Connections and Instructional Strategies
- Leading Dual Language Programs for Student Success: A CAL Leadership Institute
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La Cosecha 2018 • Santa Fe, New Mexico

2018 Conference Store

Stop by this year’s Conference Store to stock up on professional reading and La Cosecha/DLeNM memorabilia!

This year’s Conference Store offers:

Professional books by authors
Wayne Thomas and Virginia Collier

Featuring the latest in their legacy series – *Transforming Secondary Education: Middle and High School Dual Language Programs*

All available at special conference pricing!

Join Michael and María as they discuss *Abriendo brecha!*
Thursday, November, 15th
SFCC• DeVargas Room
1:10 pm - 2:40 pm
Followed by a book signing at the DLeNM table!

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

DLeNM Conference Store
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DLeNM — La Cosecha 2018
La Cosecha 2018 • Santa Fe, New Mexico

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Cultural Ambassadors: North American Language and Culture Assistants in Spain
This is a cultural exchange program in which U.S. and Canadian senior students and college graduates work as English language teacher assistants supporting bilingual programs in K-12 public schools throughout Spain.

International Spanish Academies (ISA)
The International Spanish Academies are part of a network of strongly language-committed schools in the U.S. and Canada that implement Spanish immersion programs.

School of the Year: Awards to Excellence in Education
The award is given to schools in the USA that show excellence in CLIL (Content and Language Integrated Learning) programs in English and Spanish. The contest is open to elementary, middle or high Schools, public, charter or private.

Other Programs:
Sister Schools, Professional Development, Spanish Language and Cultural Assistants and Spanish Resource Centers.

More information: http://www.meced.gob.es/eeuu/

Join us at Evangelo’s Lounge on Wednesday Evening (8:30-11:30pm) for Santa Fe’s Only Performance

The Ponderosa Aces
Banded together in the outlaw territory of Long Beach, California, The Ponderosa Aces are known from north county Los Angeles down to the border of México for perpetrating their irresistible west coast psychedelic honky-tonk. Evangelo’s – 200 W. San Francisco St. (1/2 block from plaza)
**Instituto español académico**

El objetivo es que docentes de habla inglesa conozcan y se acerquen a la propuesta curricular de la escuela pública en México para el desarrollo y adquisición del idioma español por medio de la comparación de acciones y procedimientos en las práccticas escolares de ambos programas educativos.

**Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S™) Powerful Math Instruction**

This hands-on, interactive institute will address math instruction and how we can best meet the needs of our language learners and students who struggle with math. This session targets K-8 mathematics teachers as well as district and school-based math leaders. Participants will experience Number Talks, Three Act Tasks, and other powerful strategies that deepen students’ mathematical thinking and make the CCSS Standards of Mathematical Practices a reality in our classrooms. An overview of DLENM’s powerful mathematics framework, Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S™), will be included.

**Bilateracy in Action**

Authors Karen Beeman and Cheryl Urow and the Center for Teaching for Biliteracy team provide an interactive overview of teaching for biliteracy and its implementation in this institute within a variety of dual language program models, including 90/10, 80/20, 50/50, two-way immersion and one-way immersion programs, program models that use both one-teacher (self-contained) and two-teacher (partnering) resourcing. Participants will experience the elements of the biliteracy unit framework: the development of academic oral language, reading and writing instruction, and the Bridge between languages for the development of metalinguistic awareness and cross-linguistic skills.

**DLE Secondary Institute: Essentials for Planning and Implementation**

This institute will explore the essential components of a secondary (7th – 12th grade) dual language education program model, including the instructional expectation and accountability of the dual language secondary classroom. The institute will be facilitated by veteran dual language teachers, educational leaders, researchers and students, who will speak to their experiences in implementing and sustaining a successful DLE program. Together we will explore the challenges and potential responses as well as celebrate the promising practice in our secondary programs.

**Developing Culturally and Linguistically Responsive Multi-Tiered System of Supports (MTSS/Rti) for Multilingual Language Learners**

This institute provides guidance to those interested in implementing MTSS/Rti with multilingual learners. Participants will examine seven integral factors that impact achievement for learners, and the process for collecting data and monitoring student progress within these factors. This institute will be presented by Cristina Sánchez-López and Theresa Young, authors of Special Education Considerations for English Language Learners: Developing a Continuum of Services.

**THINK DINE: Diné k’ehgo nitsahákees bee anootil dóó óhoo’aaah - A Navajo Perspective of Teaching and Learning**

Diné bizaad nida’noowinígii dóó bee yádaa’bíigii - Hágo dah’iíí níído. This one-day institute will focus on the Navajo (Diné) perspective of teaching and learning the Diné language. Participants will hear from Diné language advocates and community leaders speaking through the traditional cultural lens on shifting attitudes and perceptions towards Diné language teaching, preservation, and equity. In addition, Diné language teachers will share teaching strategies and best practices for teaching and learning Diné language in the classrooms, schools, homes, and community.

**Preparing Our Teachers: National K-12 Dual Language Teacher Preparation Standards**

This full-day institute is for those interested in learning about the development of national K-12 teacher preparation standards for universities preparing our future dual language teachers. Sponsored by DLENM, this institute is co-organized by Joan Lachance (UNC Charlotte) and Michael D. Guerrero (UTRGV). The group will be showcasing a developed general national K-12 DL Teacher Preparation Standards while also making connections to specific needs of teachers preparing for Spanish-English dual language programs.

**KCLC’s Native Language Symposium: Equity in Indigenous Education Cross-Generational Model of Education**

Keres Children’s Learning Center (KCLC) for 2-days of presentations and discussions surrounding various models of Indigenous Education, including Montessori, Dual-Language Immersion, Alternative Models, and Indigenous Systems and how these models can be applied to best serve Indigenous populations. (Held at the Lodge at Santa Fe.)
Are you Developing "Authentic Biliteracy" in your classroom?
Looking for a job? Speak with schools and districts that support dual language education today. Take a few minutes to stop by one of the schools participating in our Job Fair. Participating schools will be located at the Eldorado Hotel and Spa next to check-in.

Dual Language Education Career Fair Participants:

- Albuquerque Public School – Albuquerque, NM
  Shannon Johnson, johnson_sha@aps.edu

- Boulder Valley School District–Boulder, CO
  Melissa Ribordy, melissa.ribordy@bvsd.org

- Jeffco Public Schools ESL/DL – Golden, CO
  Catherine Baldwin, cbaldwin@jeffco.k12.co.us

- Kennewick School District– Kennewick, WA
  Blanca Harvey, blanca.harvey@ksd.org

- Manassas City Public Schools – Manassas, VA
  Billie Wingfield, bwingfield@mcpsva.org

- Mundo Verde Bilingual School – Washington, DC
  Mariela Puentes, puentes@mundoverdepcs.org

- Santa Fe Public Schools – Santa Fe, NM
  Luis De La Cruz, idelacruz@sfps.k12.nm.us

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TECHNOLOGY

PROFESSIONAL DEVELOPMENT

Author and Consultant Team

Linda Hoyt  Adria Klein  Peter Albrecht  Jeff Jurans  Kiley Bianites  Gloria Dutro-Duque de Reyes  Allison Biccondo  Patty McGee  Debbie Whitl Jacobson  Michael Poulley  Reed Boyer

FREE samples! Visit us at tables L17-L21 or visit us online at www.benchmarkeducation.com/ic18.
“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.

DLeNM Board of Directors Presents the
2018 Janet Montoya Schoeppner Memorial Scholarship Winner

Michelle Vargas
Educational Assistant
Kearny Elementary School - SFPS

I have been an educational assistant for the past 18 years. I am a single mother to four children and I am trying to complete my bachelor’s degree in education with a TESOL Endorsement. I have had many struggles along the way, but I try and push myself to my goal of having my dual language degree in education. I have had a chance to work in dual language classes over the years, as well as with students in the regular English class who speak Spanish only. I have provided one-on-one service to children with special needs, Pre-K, Kindergarten, and in the behavior room. I learned how to speak Spanish from my students as well as from their families. I have also had a chance to work with some great teachers over the years, who have taught me many skills, which will help me to work with students who are Spanish speakers and learning English. These teachers have passed on their passion to me, which has influenced me to want to be a dual language teacher. I’ve learned that it is important to have a classroom that embraces students’ heritage and incorporates their culture into the curriculum. My goal is to help the students develop confidence and self-esteem and to communicate how they are feeling; I want them to be able to succeed in the classroom.

Thank you to the JMS scholarship committee and thank you to the La Cosecha organizers!

¡Muchísimas gracias!
ATTENTION MUSIC LOVERS...

DUAL LANGUAGE EDUCATION OF NEW MEXICO
AND AMP CONCERTS PRESENT

CAMBALACHE

NOVEMBER 16TH - 7:30 PM
SANTA FE CONVENTION CENTER

DANCE BENEFIT FOR THE
JANET MONTOYA-SCHOEPPNER
SCHOLARSHIP FUND

Tickets Available Now!

$12 for La Cosecha attendees!
Use promo code COSECHA for the discounted price.

Tickets $22 day of show
ampconcerts.org

Join us for an evening of entertainment and support education!
Proceeds from the event will benefit the
Janet Montoya Schoepnner Memorial Scholarship Fund.
Helping ensure a bilingual future for our New Mexico Students!

DLeNM — La Cosecha 2018
The Center for Applied Linguistics (CAL) and Santillana USA are partnering on a wide range of activities designed to promote dual language education across the U.S.

**Guiding Principles for Dual Language Education – Third Edition Now Available!**

This widely-used resource has been updated by a broad range of dual language experts to reflect new knowledge, practices, and policies in the arena of dual language education.

Designed to serve as an effective tool for planning, self-reflection, and continual improvement, the new edition includes enhancements to the principles reflecting learning from research and practice, updated literature reviews, and revised templates for program self-evaluation.

Visit [www.cal.org/gp3](http://www.cal.org/gp3) to learn more.

**NEW SELF-PACED ONLINE COURSE**

**Understanding Dual Language Education: Key Principles and Best Practices**

Our informative self-paced online course provides a comprehensive introduction to dual language education with a focus on the three pillars of dual language education.

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**Proud Sponsors**

CAL and Santillana USA are proud sponsors of La Cosecha 2018 and co-sponsors of the La Cosecha opening reception.

Visit [www.cal.org/cal-susa](http://www.cal.org/cal-susa) to learn more.
Eventos de apertura * Opening Events
miércoles, el 14 de noviembre de 2018 • Wednesday, November 14, 2018

Visitas escolares ~ School Visits
(Pre-registration is required. No on-site registration!)

Check-in for School Visits at Santa Fe Convention Center
• Albuquerque Schools Check-in: 6:45 am
• Santa Fe Schools Check-in: 7:45 am

Santa Fe Public Schools
César Chávez Elementary (K-6)
El Camino Real Academy (Pre-K - 8)
Ortiz Middle School

Albuquerque Public Schools
Albuquerque High School
Atrisco Heritage High School
Cien Agua International School (K-8)
Christine Duncan Heritage Academy (K-8)
Coronado Elementary (PreK-5)
East San José Elementary (PreK-5)
Dolores Gonzalez Elementary (K-5)
La Mesa Elementary (K-5)
Native American Community Academy (6 - 12)
Reginald Chávez Elementary (K-5)
Truman Middle School
Valle Vista Elementary (K-5)
Washington Middle School
Zia Elementary School (K - 5)

State Charter School
New Mexico International School (K-4)

Bienvenida y entrega de documentación * Check-in
12:00 pm to 5:00 pm
Eldorado Hotel & Spa (Cava Lounge) — 309 W San Francisco St.

Our Leaders, Our Culture, Our Harvest
Náásgóó nihizaad nooséé tgo bee nihee’iiná’ bidziił
“Quisieron enterrarnos, pero no sabían que éramos semillas.”
—Mexican proverb

Sesión inaugural * Opening Session
5:30 pm – 7:00 pm
Santa Fe Convention Center - Ballroom

Recepción de bienvenida * Opening Reception
7:00 pm – 8:30 pm
Santa Fe Convention Center

Sponsored by: Center for Applied Linguistics (CAL) and Vista Higher Learning / Santillana USA

Actuaciones de estudiantes • aperitivos (piscolabis) • refrescos • amigos • apertura de expositores
Student Entertainment • Light food • Refreshments • Friends • Exhibits Open
**Sesión inaugural • Opening Session**

miércoles, el 14 de noviembre de 2018 • Wednesday, November 14, 2018

Our Leaders, Our Culture, Our Harvest

5:30 pm – 7:00 pm
Centro de convenciones de Santa Fe – Santa Fe Convention Center Ballroom

Invocation: Tribal Leader

**Bienvenida • Welcome to La Cosecha**

Victoria Tafoya  
Director of Operations  
Dual Language Education of New Mexico

**Bienvenida • Welcome to Santa Fe!**

Adrian Perez  
President  
Heritage Hotels & Resorts

**Build Capacity, Take Ownership, and Redefine Education**

Kevin Shendo  
Director of the Pueblo of Jemez Department of Education

The Pueblo of Jemez strives to develop a comprehensive Department of Education that meets the educational and development needs of all Tribal members, from birth to adult age. A language movement is happening in the Pueblo of Jemez! As the pueblo strives to develop and implement culturally appropriate curricula at all Jemez Tribal Schools, central to the work is redefining the education for Jemez students so that it is inclusive of language, culture, traditions, and tribal history.

**U.S. Department of Education Welcome**

José Viana  
Assistant Deputy Secretary  
Office of English Language Acquisition

José Viana administers programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. OELA also supports professional development programs for teachers of English learners. He is committed to ensuring improvement in English language education through the department’s initiatives. Under his stewardship, OELA towards realizes its mission and vision “to provide national leadership in EL education by advancing opportunities for educational excellence and equity for English learners and their families.”

**Presentación de artista • Presentation of the Artist**

Amy Baca López

Loretta Booker  
DLeNM Board of Directors  
Ramirez Thomas Elementary School, SFPS

Honoree  
Arturo Olivas

Housekeeping  
Leslie Sánchez  
Director of Development
Programación * General Schedule
jueves, el 15 de noviembre de 2018 • Thursday, November 15, 2018

Entrega de documentación • Check-In
7:00 am – 12:00 pm
1:00 pm – 3:30 pm
Eldorado Hotel – Cava Lounge

Sesión plenaria • General Session
Dual Language Education: Hope for the Future
8:00 am – 9:45 am
Santa Fe Convention Center – Ballroom

Leadership and Identity: Affirming the Communities We Serve
8:00 am – 9:45 am
La Fonda - Ballroom

Sesiones simultáneas • Concurrent Sessions
10:00 am – 11:30 am
SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, Drury Inn, NM Art Museum/St. Francis Auditorium

Almuerzo • Lunch
11:30 am – 1:15 pm
SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, Drury Inn, NM Art Museum/St. Francis Auditorium

Sesiones simultáneas • Concurrent Sessions
1:10 pm – 2:40 pm
SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, Drury Inn, NM Art Museum/St. Francis Auditorium

Sesiones simultáneas • Concurrent Sessions
3:00 pm – 4:30 pm
SFCC, Eldorado, La Fonda, First Presbyterian, Inn and Spa at Loretto, Drury Inn, NM Art Museum/St. Francis Auditorium

Expositores • Exhibitors
7:00 am – 5:00 pm
Eldorado Hotel & Santa Fe Convention Center

Please check your program or program app for the exact meeting time, day, location, and room.
Bienvenida • Welcome

Lisa Meyer
Director of Operations and Programming
Dual Language Education of New Mexico

Invocation: Tribal Leader

U.S. Department of Education Welcome
Supreet Anand
Deputy Director
Office of English Language Acquisition

Supreet Anand has been working in education for more than 25 years. As the deputy director of OELA, she supervises the National Professional Development grants, Native American and Alaska Native Children in School program, and the Asian American Pacific Islander Data Disaggregation Initiative program. Her work also focuses on informing policy decisions on English Learners (ELs) and supervising OELA’s role in disseminating information about educational research, practices, and policies for ELs through the National Clearinghouse for English Language Acquisition.

Dual Language Education: Making a Great Program Even Better
Dr. Jim Cummins
Professor Emeritus, University of Toronto

Multiple large-scale evaluations of dual language programs carried out across the U.S. have consistently demonstrated that these programs produce stronger academic performance among Spanish-speaking emergent bilingual students than either English-only programs or short-term transitional bilingual programs. Together we will examine reasons for this superior performance and explore additional instructional options that have the potential to further enhance students’ academic outcomes.

Honoree
Patricia Latham-Jiménez
Director of Center for the Education and Study of Diverse Populations

Housekeeping

• La Cosecha Program App – https://crowd.cc/lacosecha2018
• Lunch: 11:30 am – 1:15 pm – SFCC, Eldorado, La Fonda, Inn & Spa at Loretto
• Peña Musical – 7:00-10:30 pm at Inn and Spa at Loretto
• Friday Night Benefit Dance Featuring Cambalache & Wagogo – 7:00 pm at the Santa Fe Convention Center, Ballroom - Buy your tickets today! Promo Code: Cosecha

Mishelle Jurado
DLeNM Board of Directors
Atrisco Heritage High School, APS

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Sesión plenaria * General Session
jueves, el 15 de noviembre de 2018 • Thursday, November 15, 2018
Leadership and Identity: Affirming the Communities We Serve
8:00 am – 9:45 am
Hotel La Fonda, Salón Principal Lumpkin ~ La Fonda Hotel, Lumpkin Ballroom

Invocation: Tribal Leader

Bienvenida • Welcome

Adrian Sandoval
Coordinator of Bilingualism/Biliteracy
Dual Language Education of New Mexico

being eñye
Denise Soler Cox
Co-Founder, Project Eñye

A Latina filmmaker and cultural storyteller, Denise Soler Cox is dedicated to helping individuals, organizations, and companies transform how we experience culture, identity, and belonging. She’s built a reputation for being a speaker who has the rare ability to shine a light on a sensitive and often ignored topic with extraordinary clarity, honesty, and humor. Her approach not only inspires and provokes new ways of thinking, but most importantly leaves audiences inspired to take action and incorporate positive change into their lives. She is a distinguished member of the 4th Cohort of the Stanford Latino Leaders Entrepreneur Program and was recently chosen as a National Association of Latino Independent Producers 2017 Fellow.

John y Juan
Armando Ortega
David Prather

“John and Juan” will provide a lively romp through the history of the Southwest. Juan, a native Spanish speaker, and John, an Anglo with Texas roots, discover a shared heritage as they humorously explore historic moments in New Mexico’s rich past. Bring John y Juan to your school, contact David at dbprather@earthlink.net.

Honoree
Anna Marie Ulibarri
Retired Principal, Lifelong Learner, and Teacher

Housekeeping

• La Cosecha Program App – https://crowd.cc/lacosecha2018
• Lunch: 11:30 a.m – 1:15 pm – SFCC, Eldorado, La Fonda, Inn & Spa at Loretto
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<tr>
<td>Milagro</td>
<td>Tracey Gaglio § Developing Biliteracy: Early Foundational Skills for Spanish Literacy</td>
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<td>Elena Fajardo § Pathways to the Seal of Biliteracy: Structures that Support Bilingual and Multilingual Programs</td>
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<td>Marialuisa Di Stefano § Promoting STEM Education in Dual Language Classes Towards a Growing Understanding of Engineering</td>
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<td>De Vargas</td>
<td>Jack McIver § Transforming Instructional Practice: A Dual Language Program's Journey</td>
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<td>Peralta</td>
<td>Patrick Werito § An Emerging Framework for Supporting Tribal Communities on Their Journey Toward Dual Language Programming</td>
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<td>Andrea Engbreten § Indigenizing Learning: A Culture-Based Model for Student Success K-12</td>
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<td>Luz Chung § <em>El Club de literatura en español: Un programa para apoyar el desarrollo de la lengua de herencia</em></td>
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<tr>
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<td>Ruth Kriteman § Need Resources to Support Your English Learners and Emerging Bilinguals? FUENTE365 is Here to Help!</td>
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<td>Bernard Koontz § Building Sustainable Bilingual Educator Pipelines</td>
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<td>Dr. Jim Cummins § Creating Powerful Spaces in Multilingual Classrooms</td>
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<td>Emily Edmonds-Eveland § Linguistic Supports and ELL Access to Complex Texts in a Dual Language Setting</td>
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<td>Anna Harvin § A Path to Biliteracy: Simultaneous Literacy With Students</td>
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<td>Michelle Emirzian § Music and Bilingual Learning</td>
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<td>Ana Hernández Carter § Literacy Strategies to Promote Biliteracy Development in Early Childhood Dual Language Classrooms</td>
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<td>Laura Gámez § Insights from Leaders in Dual Language: Program Implementation and Sustainability</td>
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<td>Todd Knouse § Social and Emotional Learning in a Second Language</td>
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<td>Gabriela Velázquez § We Had to Get it Right! A Program Turnaround Journey</td>
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<td>Sharon Goldman § Best Practices for Biliteracy in Two-Way Immersion (TWI) Classrooms</td>
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<td>Cody Fernández § Planning for a Secondary Dual Language Program at Middle School</td>
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<td>Dr. Ernesto Matías § Informing Biliteracy Development Through Assessment Data – Chicago Public School District</td>
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<td>Joni Magee § Developing Effective Dual Language and Special Education Professional Learning Communities</td>
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<td>Sarita Amaya § Leading With Story &amp; Inviting Story</td>
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<td>Carmen Emery § Visible Learning in the Dual Language Setting</td>
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<td>Rivera B</td>
<td>Keith Grisso § Engaging Newcomers: Building Relationships That Foster Collaborative Learning for Newcomer Students</td>
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<td>O'Keefe</td>
<td>Alcione Ostorga § Agency and Advocacy: Important Practices for the Development Of Dual Language Teachers</td>
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<td>Ryan Hart § What Are You Doing to Effectively Engage Family and Community?</td>
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<td>Cristina Paul § Conferencias exitosas de escritura</td>
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<td>Yuyi Morales § Dreamers y Soñadores</td>
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<td>Frances García § ¡BASTA! I need DUAL LANGUAGE NOW!</td>
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<td>Zia B/C</td>
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<td>Amy Matsumoto § Marrying Technology and Sheltered Instruction in a Secondary Dual Immersion Program</td>
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<td>Kerry McClenennen § Aligning Curriculum for the Two-Way Dual Immersion High School Language Arts Experience</td>
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<td>José Medina § Top 5 Things Every Dual Language Leader Should Advocate For</td>
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<td>Elizabeth Howard § The Power of Pinyin to Promote Biliteracy in a Mandarin-English Program</td>
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<td>St. Francis Auditorium</td>
<td>David Nieto § Teaching and Learning in Spanish: Perceptions and Ideologies of Bilingual Teachers</td>
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**Lunch Time Presentation**

11:45 am - 12:30 pm

**How to Use Your Artistic Talent to Enhance Bilingualism in Early Childhood and Elementary Education**

Santa Fe Community Convention Center - Ballroom

Dr. Gilberto D. Soto

Play, sing, move, dance—use one of your many artistic talents to link to your lesson plan. Give your students the gift of aesthetic experiences in the classroom to enhance their bilingualism. Enjoy the guitar music while you eat your lunch, then join everyone for singing and moving!
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<td>Milagro</td>
<td>Anne Garcia § Español, el idioma de nosotros: Mexican-American Parents’ Perspectives on Home Literacy Practices</td>
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<td>Kearney</td>
<td>Rebecca Field § Pathways to Biliteracy for Diverse Learners: A Holistic Framework</td>
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<td>Lisa Harmon-Martinez § Open Enrollment in AP for Emerging Bilinguals</td>
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<td>María Consuelo Guerrero § Abriendo brecha: corencia de libros y compromiso social en el campo</td>
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<td>Peralta</td>
<td>Patrick Werito § Using OCDE Project GLAD® to Support Indigenous Languages (Diné Language)</td>
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<td>Lamy</td>
<td>Lauren Harris § Cultivating, Supporting, and Honoring Teachers in the Dual Language Community</td>
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<td>Jeanaline Celis § Incorporación de las bellas artes a través de las disciplinas</td>
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<td>Lada Kratky § Canciones y cuentos para cantar y leer</td>
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<td>Laura DuMonde Kerr § Innovative Media and Storytelling to Advance Biliteracy and Multicultural Education</td>
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<td>Güero Loco § Using Music, Social Media, and Multimedia to Advocate, Inspire, &amp; Educate in the Bilingual Classroom</td>
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<td>Room C</td>
<td>Christie Baird § OCDE Preschool GLAD®: Alive, Aloud, and A lot of Language!</td>
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<td>Lisa Meyer § Scaffolding Mathematics in the Middle School Classroom</td>
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<td>Natalie Olaque § An Instructional-Round Framework to Improve Project GLAD® School-Wide Implementation</td>
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<td>Michelle Emirzian § Why English Language Learners Benefit From Using Technology For Learning</td>
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<td>Diadra Williams § Keys to Success in a Dual Language Model</td>
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<td>Karen Beeman § Biliteracy Non-Negotiables: A Guide for Effective Biliteracy Implementation</td>
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<td>Santa Fe</td>
<td>Natali Barreto-Baca § Science and Math Projects in the Dual Language Program in the 21st Century</td>
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<td>Karina Bustamente § El modelo de indagación y el lenguaje académico en la inmersión dual en educación infantil/primaria</td>
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<td>Zuni Ballroom A</td>
<td>Hector J. Ramirez § La lectura analítica es clave para el lector-escritor.</td>
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<td>Deborah Palmer § A Fourth Pillar for DL: Critical Consciousness</td>
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<td>Le Tran § Preparing Special Educators for Developing Culturally and Linguistically Responsive IEPs</td>
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<td>Donald Larsen § Developing School Leaders for a Dual Language Setting</td>
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<td>Lisa Aguilar Fasel § Strength Through Alignment - Principals Share Their Journey Toward Dual Language Excellence</td>
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<td>Patricia Mata § Cambio de mentalidad en la instrucción de las matemáticas para los pequeños</td>
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**La Cosecha 2018 • Santa Fe, New Mexico**

jueves, el 15 de noviembre de 2018 • Thursday, November 15, 2018
Concurrent Sessions 11:00 am - 2:40 pm
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<td>Sarah Fonte § Culturally Responsive Teaching is More Than 'Just Good Teaching'</td>
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<td>Roberta Rael § Little Feet Walk Loud</td>
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<tr>
<td>O'Keefe</td>
<td>Susana Ibarra Johnson § Translanguaging towards Biliteracy: Bilingual Literacy Experiences in a Dual Language Context</td>
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<tr>
<td>Lamy</td>
<td>María Galera § Tecnología y lenguaje dual</td>
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<tr>
<td>Meem</td>
<td>Shiloy Sanders § Supporting Student Success</td>
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<td>Anasazi - North</td>
<td>Lucy Montalvo § Dual Language Teacher Perspectives on Oracy: A Biliteracy Strand</td>
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<td>Maritere (Mari) Bellas § Insights from Award-Winning Bilingual Children Book Authors: Books are a Resource for Your Classroom</td>
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<tr>
<td>Zia A</td>
<td>Fernando Rodríguez-Valls § El español como herramienta para forjar una globalización inclusiva: equidad lingüística en las aulas de doble inmersión de California</td>
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<tr>
<td>Zia B/C</td>
<td>Kristin Percy Calaff § Increasing Oral Language to Support Biliteracy</td>
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<td>DeVargas</td>
<td>Sarah Hamilton § Why Two is Better Than One: Becoming Biliterate Students</td>
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<td>Chapel</td>
<td>Yenny Lugo § El Puente: The Bridge Made Easy</td>
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<td>Eldorado Grand Ballroom B</td>
<td>Silvia Dorta-Duque de Reyes § Cross-Linguistic Sound Spelling Transfer: The Spanish-English Connection</td>
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<td>Saskia Gorospe-Rombouts § Dos idiomas in Action</td>
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<tr>
<td>St. Francis Auditorium</td>
<td>Fred Genesee § Lessons from 50 Years of Research: Looking Back and Moving Forward</td>
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**LA COSECHA 2018 — FEATURED SPEAKER**

Using Music, Social Media, & Multimedia to Advocate in the Bilingual Classroom

**Thursday, November 15, 2018**

1:10pm

Santa Fe Convention Center Ballroom

[www.BilingualNationUSA.com](http://www.BilingualNationUSA.com)
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<td>Elaisa Sánchez Gosnell § Culturally Responsive Leadership, Policy, and Advocacy: Why Does It Matter?</td>
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<td>Mike Wheatley § Secondary Dual Language Programming - Implementing, Sustaining, and Advocating for a Robust Program</td>
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<td>Emily Bivins § Are We Done Writing Dual Language Units of Study Yet?</td>
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<td>Brenda Arellano § Regional Education Laboratory Southwest Evidence-Based Research and Resources for English learners</td>
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<td>Tesuque Board Room</td>
<td>Gerald McCain § Determining Difference from Disability: A Culturally Responsive Approach</td>
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<tr>
<td>Pojoaque/NAMBE</td>
<td>Claudia Sánchez § ¡Usemos la sabiduría de los dichos o refranes para la instrucción y el desarrollo del lenguaje!</td>
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<td>Ohkay Owingeh</td>
<td>Pedro Gonzales § Forming, Norming, and Reforming; Challenges and Solutions in the Journey of a PreK-9 Dual Language Program</td>
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<td>Ballroom</td>
<td>José-Luis Orozco § Music and Movement to Enhance Learning</td>
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<td>Adrienne Navarro § Mathematical Discourse in a Dual Language Classroom</td>
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<td>Patricia Tamayo-Fagler § Sheltered Instruction Strategies to Support Vocabulary Development in the Dual Language Classroom</td>
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<td>Amanda Aragón § Advocacy 101 - The Basics of Running a Successful Advocacy Campaign</td>
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<td>Higinia Rimbau § From TBE to Two-Way Immersion: Leveraging Support and Advocacy for Pre-Service Teachers</td>
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<td>Berenice Pernaute § Equity: The Guiding North of a Successful Dual Language Program</td>
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<td>Palace Ballroom A</td>
<td>Adriana Álvarez $ Diario Duo: A Biliterate Writing Tool to Foster Reflective Metalinguistic Awareness</td>
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<td>Palace Ballroom B</td>
<td>Heather Skibbins $ Linguistic Geniuses: Teaching for Transfer in Elementary Classrooms</td>
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<td>Rivera A</td>
<td>Marcela Durán $ Tech...Tech...Tech...It's App-bout Time</td>
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<td>Rivera B</td>
<td>Adrián Martínez $ Visual Language: How to Use Art to Teach Bilingual Students a Third Language</td>
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<td>O’Keefe</td>
<td>Karen Farquharson $ Enseñanza de lo académico a través del TPRS</td>
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<td>Lamy</td>
<td>Eric López Moller $ Educación emocional en el aula</td>
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<td>Meem</td>
<td>María Isolina Ruiz $ Two-way Immersion for All: Facilitating Parental Involvement through Language Instruction</td>
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<td>Lauren Gutiérrez $ Writing with Purpose: Elementary School Newspaper Makes Learning Authentic</td>
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<td>David Freeman $ Strategic Approaches for Academic and Social Equity in Dual Language Programs</td>
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<td>Zia A</td>
<td>Reanna Servatt $ Using Bilingual Research In Historical Research For Secondary Students</td>
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<td>Zia B/C</td>
<td>María Vaso $ Early Literacy Using All Senses</td>
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<td>Janet Davis-Castro $ Social Justice Everyday</td>
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<td>Chapel</td>
<td>Andrés Salguero $ Bring in the Music!</td>
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<td>Pushpanjali Sengupta $ Achieving Student Success Through the Collaborative Instructional Planning Cycle</td>
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<td>Luz Roth $ Una locura de CENTROS para lectura y escritura!</td>
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<tr>
<td>St. Francis Auditorium</td>
<td>Jennie DeGroat $ The Value of Dialogues as a Strategy to Increase Indigenous Oral Language</td>
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Friday lunch will be served at the Santa Fe Convention Center, La Fonda Hotel, Eldorado Hotel, and Inn and Spa at Loretto... and, we are excited to add a new dining experience for La Cosecha participants!

- Eloiza (Drury Inn)
- Agave (Eldorado Hotel)
- Blue Conn Café

Use your conference badge to have lunch (for free) at one of the restaurants listed above. Seats are limited to the first 250 people. Look for a La Cosecha representative at the door.
La Cosecha 2018 ✦ Santa Fe, New Mexico
Thursday, November 15, 2018 • 10:00 am – 11:30 am

Classroom Hacks: Apps and Sites for Culture, Identity, and Authenticity in the Language Classroom
O’Keefe
Mike Graham De La Rosa | Teacher, South Valley Academy, NM
Felipe Ruibal | Teacher, South Valley Academy Middle School, NM

Albuquerque middle school teachers in the South Valley, Mike Graham De La Rosa and Felipe Ruibal invite you to bring your laptops and mobile devices to see how students and teachers can use technology in their language classrooms to get the most out of available Spanish content on the web. This presentation will concentrate on creating a curriculum by integrating sites and apps such as G.Suite, Duolingo, YouTube, Newsela, Quizlet, and Kahoot in a culturally centered curriculum.

5 - 12 | Teachers
Academic Language Development, Socio-Cultural Responsiveness
Spanish, English

Developing Biliteracy: Early Foundational Skills for Spanish Literacy
Milagro
Tracey Gaglio | Retired Educator, Pacific Learning, CA

Biliteracy describes students’ literate competencies in two languages. High levels of literacy skills in one language, such as phonological awareness, vocabulary, and alphabet knowledge help children to read in both languages. Participants will learn about two Spanish intervention programs and explore the importance of culturally and linguistically relevant materials.

Pre-K - 12 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development /Teaching for Transfer
English

Pathways to the Seal of Biliteracy: Structures that Support Bilingual and Multilingual Programs
Kearney
Elena Fajardo | Administrator, California Department of Education, CA
Gina Garcia-Smith | Education Programs Assistant, California Department of Education, CA

In this session, presenters from the California Department of Education will share how the English Language Arts/English Language Development Framework, supported by the English and Spanish Common Core State Standards and the English and Spanish Language Development Standards, is used in bilingual and multilingual instructional programs to support student academic and linguistic development as a pathway toward earning a seal of biliteracy. Join us, learn, and be inspired to implement a seal of biliteracy program for your state or school!

Pre-K - 12 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development /Teaching for Transfer
English

Promoting STEM Education in Dual Language Classes Towards a Growing Understanding of Engineering.
Coronado
Maria Luisa Di Stefano | Teacher, University of Massachusetts, MA

This session focuses on instructional strategies that promote the inclusion of engineering principles into the mathematics and science curriculum of K-5 dual language (DL) programs in Spanish in the U.S. Participants will learn about the impact of connecting STEM with Latinx students’ funds of knowledge and walk away with guidelines and strategies to interconnect STEM instruction in DL schools.

K - 5, Higher Education | Teachers, Researchers
Academic Language Development, STEM/Integrating Technology Education
English

Transforming Instructional Practice: A Dual Language Program’s Journey
De Vargas
Jack McVey | Assistant Principal, Collinswood Language Academy, NC
Nicolette Grant | Executive Director, CMS, NC

This presentation will showcase Collinswood Language Academy’s efforts in implementing the Instructional Planning Approach (IPA) and Personalized Learning (PL) in an effort to strengthen school-based PLCs and to enhance the ways teachers plan for and execute rigorous instruction in all content areas in both target languages. Participants will be able to take away best practices that will positively impact their schools’ instructional culture.

K - 12 | Teachers, Administrators
Common Core State Standards Alignment, Leadership, Policy and Advocacy
English

An Emerging Framework for Supporting Tribal Communities on Their Journey Toward DL Programming
Peralta
Patrick Wento | Program Coordinator, Dual Language Education of New Mexico, NM
Victoria Tafoya | Director of Operations, Dual Language Education of New Mexico, NM
Danielle Martinez | Assistant Principal, Kha’po Community School, NM

DLENM is in the 3rd year of the “Building Community Partnerships to Support Dual Language Programs” grant. As the work progresses with our tribal partner schools, a framework has emerged that honors the community voice and provides a strong community vision for schools moving forward in implementing an indigenous-language program. The twists and turns of Indigenous-language program implementation will be shared.

Pre-K - 12 | Teachers, Administrators, Parents
DLE Program Development: Early Childhood/Elementary/Secondary, Indigenous Language One-Way Programs
English

32
DLENM — La Cosecha 2018
Indigenizing Learning: A Culture-Based Model for Student Success K-12

Lamy
Andrea Engbretnen | Administrator, Lower Kuskokwim School District, AK
Veronica Winkelmann | Dual Language Teacher Trainer, Lower Kuskokwim School District, AK
Jeff Blevins | Instructional Coach & Curriculum Specialist, Lower Kuskokwim School District, AK

This session will share Lower Kuskokwim School District’s pathway to indigenize learning, the successes and challenges with invigorating knowledge of an Indigenous language, and ways to create engaging curriculum for Native students. Teams of educators and elders have worked to create materials for kindergarten through high school that are place-based, culturally relevant, and often project-based.

K - L1 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Indigenous Language One-Way Programs
English

El Club de literatura en español: Un programa para apoyar el desarrollo de la lengua de herencia

Teseque Board Room
Luz Chung | Teacher, University of California San Diego, CA
Cheryl Forbes | Director of Teacher Education, University of California, San Diego, CA

En este taller ofreceremos actividades generadas a través del Club de literatura en español, un programa extracurricular para jóvenes cuya lengua de herencia es el español y quienes asisten a una escuela secundaria alternativa. El Club utiliza diversos medios literarios y culturales (texto, arte, recursos comunitarios, etc.) para afirmar las identidades biculturales y bilingües de los alumnos.

6 - Higher Education | Teachers, Administrators, Parents, Researchers, Students
Bilingual Development/Teaching for Transfer, Socio-Cultural Responsiveness
Spanish

Need Resources to Support Your English Learners and Emerging Bilinguals? FUENTE365 is Here to Help!

Pojaoque/NAMBE
Ruth Kriteman | Materials Development Coordinator, Dual Language Education of New Mexico, NM

In this presentation I will introduce you to FUENTE365, Dual Language Education of New Mexico’s (DLENM) online professional development platform. FUENTE365 provides subscribers access to professional videos, articles, and programmatic and instructional resources, all focused on the implementation of quality instruction for your English learners and emerging bilingual students. FUENTE365 is the centerpiece of DLENM’s dual language clearinghouse for resources and support. Come hear more about it!

K - L12 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development
English

Building Sustainable Bilingual Educator Pipelines

Ohkay Owingeh
Bernard Koontz | Administrator, Highline Public Schools, WA
Marsha Riddle Buly | Literacy Professor, Western Washington University, WA
Kristin Percy Calaff | Language Learning Director, Highline Public Schools, WA

From elementary students through superintendents and beyond, we have the responsibility and opportunity to create programs and systems to develop and promote bilingual educators and leaders. In this session, participants will be introduced to unique partnerships and programs in Washington State designed to build a bilingual education force to lead the work into the future. Opportunities, challenges, and solutions will be explored.

Pre-K - L12 | Administrators, Other: teacher ed programs
Leadership, Policy and Advocacy
English

Creating Powerful Spaces in Multilingual Classrooms

Ballroom
Dr. Jim Cummins | Professor, University of Toronto, ON
Dr. Julie Nora | Director, International Charter School, RI
Mario Palma | Vice President of Multilingual Teaching and Learning, American Reading Company, FL
Amelia Van Name Lanson | Executive Vice President, Innovations and Academic Partnerships, American Reading Company, PA
Dr. Lucie Mentinger | Vice President Spanish Multilingual Curriculum Assessments, American Reading Company, PA

Achievement gaps are documented in many countries for three groups of students: linguistically diverse, low socioeconomic status, and marginalized status. Despite 50 years of intervention, they have persisted largely because decision makers have implemented evidence-free policies and practices. In this session we will give insight on supporting emergent bilinguals followed by an open Q&A session.

Pre-K - Higher Education | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
La Cosecha 2018 • Santa Fe, New Mexico
Thursday, November 15, 2018 • 10:00 am – 11:30 am

Desarrollo del discurso académico

Room C
Maria Eugenia Ollivar | Teacher, Hillsboro School District, OR
Stacy Roberts | History Teacher, Hillsboro School District, OR
La correlación entre la lectoescritura autentica y balanceada, la pedagogía culturalmente relevante y la creación de múltiples oportunidades para que los estudiantes produzcan, practiquen y desarrollen lenguaje académico que sea partátil, dentro del aula de lenguaje dual.
Pre-K – 12 | Teachers, Administrators, Parents, Students
Academic Language Development, Socio-Cultural Responsiveness
Spanish

Linguistic Supports and ELL Access to Complex Texts in a Dual Language Setting

Room A/B
Emily Edmonds-Eveland | Administrator, Las Americas ASPIRA Academy, DE
Kristina Giordano | Elementary Reading Specialist/Coach, Las Americas ASPIRA Academy, DE
This interactive session showcases lessons that provide ELL access to complex texts through guided reading and shared reading approaches. The lessons were created in partnership with University of Delaware by lead literacy educators and are aligned with the WIDA Standards to include embedded language-acquisition scaffolds. Participants will receive access to 300+ lessons in English and Spanish.
K – 6 | Teachers, Administrators
Common Core State Standards Alignment, Academic Language Development
English

A Path to Biliteracy: Simultaneous Literacy With Students

Chapel
Anna Harvin | Teacher, Alexandria City Public School, VA
Diana Pinkston-Stewart | PD Coordinator, DLENM, NM
Meeting the goals of academic literacy is one of the key goals of dual language programs. In this session, participants will explore elements of intentional planning for strategic biliteracy instruction and how to efficiently meet these goals in a classroom using OCDE Project GLAD® protocols and strategies.
K – 12 | Administrators
Sheltered Instruction
English

Music and Bilingual Learning

Ballroom
Michelle Emrizen | Community Member, Genius Plaza, NY
Rita Rosa Ruesga | Producer/Singer/Author/Conductor, Los Grandes Amigos
Ian Welsh | Teacher, The Motivational Edge, FL
During the panel discussion, participants will learn the importance of strengthening the developmental brain through music training. Teachers will explore how to use the students’ musical sensibilities as a means to attain order and balance, quick comprehension, thought clarity, and internal order.
Pre-K-5 | Teachers
DLE Program Development Early Childhood/Elementary/Secondary
English

Literacy Strategies to Promote Biliteracy Development in Early Childhood Dual Language Classrooms

Stíha
Ana Hernández Carter | Oral & Written Language Lab Teacher, Houston ISD – Ninfa Laurenzo Early Childhood Center, TX
Sarah Tovar | Instructional Specialist/Dual Language Coordinator, Houston ISD – Ninfa Laurenzo Early Childhood Center, TX
Laura Diaz-Rodríguez | Dual Language Teacher Development Specialist, Houston ISD – Curriculum Department, TX
Participants will learn strategies to develop and promote oral/written language and increase second language acquisition in early childhood dual language classrooms. The workshop will focus on best practices and developmentally appropriate literacy strategies that can be used in literacy workstations, small-group instruction, dramatic play, and classroom projects.
Pre-K – K | Teachers, Administrators
Academic Language Development, Biliteracy Development /Teaching for Transfer
English

Insights from Leaders in Dual Language: Program Implementation and Sustainability

Terraza
Laura Sáenz | Administrator, North East Independent School District, TX
Alicia Álvarez-Calderón | Director for Bilingual/ESL Programs, North East ISD, TX
Shelly Knecht | Assistant Director of Bilingual/ESL Programs, North East ISD, TX
Dr. Margarita Machado-Casas | Dual Language Parent and Community Advocate, North East ISD, TX
Participants will have the opportunity to engage in discussions about implementation, sustainability, and student achievement in the dual language program in North East ISD. The panel will comprise of bilingual department central office staff. They will discuss the growth of EL’s in the district, the success of their PK-12 dual language program, and the recruitment of staff and students. ¡Acompañemos!
Pre-K – 12 | Teachers, Administrators, Parents, Researchers
DLE Program Development Early Childhood/Elementary/Secondary
English
Social and Emotional Learning in a Second Language

New Mexico
Todd Knouse | Head of School, New Mexico International School, NM
Aliza Cooper de Ubribe | Teacher, New Mexico International School, NM
Cynthia Pedrotty | Bilingual Education Coordinator, New Mexico International School, NM

The challenge for bilingual educators extends beyond the two-pronged goals of academic instruction and language development. It also includes creating internationally minded individuals that understand the world around them and their role in it. Learn how one school seeks to develop its students into individuals that are kind, open-minded, and inquisitive – all in their non-native language.

K-5 | Teachers, Administrators
Sheltering Content, Socio-Cultural Responsiveness

English

We Had to Get it Right! A Program Turnaround Journey

Santa Fe
Gabriela Velázquez | Teacher, Naperville CUSD 203, IL
Marion Friebus-Flaman | Director Language Acquisition, Naperville CUSD 203, IL

This presentation will take participants through our district’s journey from struggling program with low student achievement and an uncertain future, to a program showing steady growth in academic achievement, and a community that contributes to the success of the program. Teaching to potential, data discussions, and translanguage are addressed as key turnaround tools.

K-5 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary

English

Best Practices for Biliteracy in Two-Way Immersion (TWI) Classrooms

Exchange
Sharon Goldman | Administrator, University of North Carolina at Chapel Hill, NC

A 2017 research study conducted in 8 North Carolina TWI schools identified best practices in biliteracy instruction which greatly increased performance in reading assessments for Spanish-speaking students. Delivery of best practices found in literature looks markedly different in immersion classrooms, and other new pedagogy emerged which was directly related to improved student achievement.

K-8 | Teachers, Administrators, Researchers
Biliteracy Development/Teaching for Transfer, Research

English

Planning for a Secondary Dual Language Program at Middle School

Zuni Ballroom A
Cody Fernández | Student, University of Texas Rio Grande Valley, TX

This session will provide an outline and guide for the development of a middle school dual language program. Participants will have the opportunity to explore and discuss each of the areas that must be considered when planning for implementation.

6-8 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary

English

Informing Biliteracy Development through Assessment Data – Chicago Public School District

Tesqueque
Dr. Ernesto Matías | Chief Officer, Language and Cultural Education, IL
Juanita Rodriguez | EL Instructional Specialist, Chicago Public Schools, IL
Martha Rodríguez | EL Specialist, DRC Corporation, IL
Claudia Solano | Dual Language Specialist, Chicago Public Schools, IL

After assessing and determining students’ native language proficiency in Spanish, determine how data is used for the following: 1) Identify Spanish language domains. 2) Determine difficulties in the native language and monitor progress in attaining Spanish language proficiency compared to the progress students make in English as both have common proficiency level definitions. 3) Tailor instruction to meet student needs during the year. 4) Identify academic language related to the content areas. 5) Identify what schools have to support Spanish.

K-8 | Teachers, Administrators, Other: District leaders
Academic Language Development, Biliteracy Development/Teaching for Transfer

English

Developing Effective Dual Language and Special Education Professional Learning Communities

Acoma North
Joni Magee | Associate Professor, Lasell College, MA

Is it language development or disability? Which language(s) should supports be provided in? Are there valid and reliable instruments to determine special education eligibility? This session examines the unique educational silos that exist between language and special education teams in order to develop effective professional learning communities, policies, and practices around dual language learners with disabilities or suspected of having disabilities.

Pre-K-12 | Higher Education | Teachers, Administrators, Parents, Researchers, Other: Teacher preparation programs
Special Education Services, Leadership, Policy and Advocacy

English
Text Selection for the Dual Language Classroom

Acoma South
Dawn Heston | Teacher, University of Missouri, MO

How can text selection impact student biliteracy outcomes? This presentation will include some research-based principles for selecting and introducing texts to students in dual language programs. The presentation will include specific suggestions on ways to re-think the approach to finding texts for use in the classroom. Resources for finding authentic texts will be included with pre-reading activities. Participants will be provided with sample texts and activities to scaffold student work in their own classrooms.

3 - 8 | Teachers
Academic Language Development, Biliteracy Development, Teaching for Transfer
English, Spanish

Are You Obsessing about Assessment?

Chaco East
Shauna Williams | Teacher, Houston ISD, TX

Learn how to observe and collect data as students participate in whole-class and small-group activities. Note multiple options for assessing student performance and reporting progress toward end-of-year outcomes. Instructional assessment will involve collecting data: identify what students can do and need to learn using data to inform teaching and practice.

K - 6 | Teachers
Common Core State Standards Alignment, Academic Language Development
Spanish, English

Growing a Strong Secondary Dual Language Program

Chaco West
Katy Cattlett | Supervisor of Dual Language and World Languages, Omaha Public Schools, NE
Romy Ortega | Executive Director of School Support and Supervision, Omaha Public Schools, NE

Secondary dual language programs can be challenging. Staffing, scheduling, student recruitment, buy-in, etc. can scare many districts away from pursuing the opportunity. In this session you will learn the strategies the Omaha Public Schools uses to grow its secondary dual language program including how it has developed to offer all core content courses to over 600 students in its dual language high school program. If Omaha, Nebraska can do it, so can you!

6 - 12 | Teachers, Administrators, Parents, Researchers
DLE Program Development Early Childhood/Elementary/Secondary
English

Biliteracy with Confidence: Teachers and Administrators Getting Ready to Succeed

Palace Ballroom A
Santiago Sánchez | Administrator, The School District of Philadelphia, PA
Caren Garcia | Teacher, Santa Fe Public Schools, NM

This presentation aims at training and effective practices that improve educational gains of Dual Language students supporting teachers, administrators, and instructional coaches. This presentation will explain the dual language learning cycle and a conceptual model that relies heavily on providing professional development as well as curriculum specifically developed for use in supporting the second- or multi-language acquisition.

K - 5 | Teachers, Administrators, Parents, Researchers
Biliteracy Development, Teaching for Transfer, Leadership, Policy and Advocacy
Spanish, English

Leading With Story & Inviting Story

Palace Ballroom B
Saria Amaya | Principal, Lowrie Primary School West Linn Wilsonville School District, OR

The leadership journey is multidimensional and multifaceted. It is filled with twists and turns, trials and triumphs, risk-taking, mistake-making, and perfect imperfection. The journey becomes even more complex amidst social and political times filled with uncertainty, vulnerability, and pain. Is it possible to navigate through the messiness by leading with heart and humility? You are invited to come and learn about one leader’s journey. You will also have the opportunity to identify examples of leading with heart and humility by reflecting on your own leadership journey.

Pre - K - 12, Higher Education | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

Visible Learning in the Dual Language Setting

Rivera A
Carmen Emery | Elementary School Principal, Chula Vista Elementary School District, CA

This session describes acumen and strategies that are unique to DLI programs. It is the story of a DLI school that built community and district support around it by building a system of collective teacher efficacy. This educational setting now thrives on the implementation of highly influential Visible Learning methods. Learn about a system perpetuated by instructional leaders, teams, and specific teacher moves that keep the program dynamic and sustainable.

K - 6 | Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English
**Engaging Newcomers: Building Relationships That Foster Collaborative Learning for Newcomer Students**

**Rivera B**
Keith Grisso | Teacher, Hamilton Elementary, Tulsa Public Schools, OK
Kuan Huynh | Teacher, Tulsa Public Schools, OK
Jennifer Goodlow | ELD Coordinator, Tulsa Public Schools, OK

This session will provide insights on building relationships by focusing on student and teacher interactions. It will focus on utilizing students’ interest, motivations, and cultural backgrounds to allow creation of scaffolds that support English language learning.

3 - E | Teachers
Socio-Cultural Responsiveness
English

**Agency and Advocacy: Important Practices For The Development Of Dual Language Teachers**

**O’Keefe**
Alcione Ostorga | Associate Professor, University of Texas Rio Grande Valley, TX
Christian Zúñiga | Assistant Professor, University of Texas Rio Grande Valley, TX
Kip Austin Hinton | Associate Professor, University of Texas Rio Grande Valley, TX

Based on a meta-analysis of research on U.S. bilingual education teacher preparation in border states, we present recommendations for quality professional development focusing specifically on how to develop teachers’ leadership, strong critical stance, and advocacy skills. The presentation includes examples from the literature of ways to deconstruct language ideologies and develop bilingual teachers’ agency as part of dual language teacher preparation.

Pre-K - 12 | Higher Education | Administrators, Researchers
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

**What Are You Doing to Effectively Engage Family and Community?**

**Lamy**
Ryan Hart | Administrator, Woodstock Community Unit School District 200, IL
Elizabeth Insuford | 2nd Grade Dual Language Spanish Teacher, Woodstock Community Unit School District 200, IL

Looking for new ways to increase student achievement? Then consider the positive impact that family and community can have on your students. After this session you will walk away with ideas you can implement this year, as well as plans for the future. We will share what has worked in our district and take your Q&A. Planning time will be incorporated, as well as the opportunity to network.

K-12 | Teachers, Administrators
Family and Community
English

**Developing a Comprehensive Master Plan for your Dual Language Program**

**Meem**
Catherine Cassie | ELL Manager, Evergreen Public Schools, WA

A well-developed master plan is key to a strong and viable dual immersion program. This session overviews the process for developing a comprehensive dual immersion master plan. Included are steps from the first discussion with the superintendent to the presentation of the completed master plan. Participants will leave with information and resources to guide them in the process of preparing a master plan for their dual immersion program. It’s never too early to start - Come join us and get to work on your master plan!

K-12 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English
Conferencias exitosas de escritura
Anasazi - North
Cristina Paul I Dual Language Demonstration Teacher, UCLA Lab School, CA
Rebecca Henesei I Dual Language Demonstration Teacher, UCLA Lab School, CA
Lisbeth Woodington I Dual Language Demonstration Teacher, UCLA Lab School, CA

¿Sígues un modelo de taller de escritura pero te resulta difícil hacer conferencias con tus alumnos? Esta sesión te dará las herramientas y la práctica para tener conferencias exitosas de escritura con tus estudiantes (1-6). En este taller, aprenderás por qué es tan importante conferir con los escritores. Además, nos familiarizaremos con cada paso del proceso y empoderaremos a los escritores para cumplir metas de escritura diferenciadas. Practicaremos a conferenciar en parejas y llevaremos a caso herramientas e ideas para comenzar a tener conferencias productivas tan pronto como regreses a tu escuela.

- 6 I Teachers
Academic Language Development, Socio-Cultural Responsiveness
Spanish, English

Dreamers y Soñadores
Anasazi - South
Yuyi Morales I Author, Holiday House, NY

En 1994, Yuyi Morales inmigró a los EEUU desde México. Hoy día, Yuyi es una principal autora e ilustradora de libros infantiles en América. Su lista de distinciones incluye cinco Premios Pura Belpré y un Caldecott Honor. Acompañan a Yuyi mientras describe las emociones que ella sentía trabajando en Dreamers / Soñadores, su amor por el español y el inglés, y el estilo singular que desarrolló para ilustrarlo.

- Pre-K-3 I Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary
Spanish

¡BASTA! I need DUAL LANGUAGE NOW!
Zia A
Frances Garcia I Retired Principal, Chicago Public Schools, IL

Are you an administrator with an English language learning population whose data does not reflect their true academic potential? It's time for an innovative program that will support academic and language development. This session will show how the Guiding Principles for Dual Language supported the development and implementation of a dual language program in a Chicago Public School.

- Pre-K-8 I Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary
English

La cuarta meta de programas bilingües: La negociación de una identidad positiva
Zia B/C
Jenna Martin-Trinka I Teacher, Bluestone Elementary School, VA
Mariela Formiconi I Teacher, Bluestone Elementary School, VA

Esta presentación explora las conexiones entre la identidad, la cultura, la interacción entre hablantes y el poder de hablar. Vamos a presentar la investigación que responde a las siguientes preguntas: ¿Qué identidades están desarrollando los estudiantes en programas bilingües? ¿A qué nivel están construyendo una actitud positiva de ser hispanohablante? Compartiremos varias ideas y métodos para fomentar una identidad positiva como hispanohablante. Estas estrategias están organizadas por la comunidad, el programa, las asignaturas y la clase.

- Pre-K-12 I Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
Spanish

Marrying Technology and Sheltered Instruction in a Secondary Dual Immersion Program
DeVargas
Amy Matsumoto I Teacher, WyEast Middle School-Evergreen School District, WA

In order to meet our DL students' diverse academic needs, integrating technology to deepen the learning process is key. Developing units of study using SIO in a DL classroom is just as important to sustain and enhance biliteracy. In this session the following technology tools will be featured: Kahoot, Google Classroom, Newsela en español, and BrainPop Español. I will show how they fit within the 8 components of SIO.

- 6-8 I Teachers, Administrators
Academic Language Development, Sheltering Content
English

Aligning Curriculum for the Two Way Dual Immersion High School Language Arts Experience
Chapel
Kerry McClennen I Educator/Administrator, La Paz Community School, CR
Kenia Calderón I Educator/Administrator, La Paz Community School, CR

The workshop will equip participants with strategies to design and implement a two-way dual immersion high school language arts curriculum through horizontal/vertical curriculum alignment based on topics, literary and non-literary texts, and assessments and skills. Specific curriculum alignment strategies will be dissected, such as thematic team planning, peer support, essential questions, and project/ rubric design. The goal is to equip participants with strategies to align their high school English/Spanish LA curriculum.

- 9-12 I Teachers, Administrators, Researchers
Academic Language Development, Biliteracy Development, Teaching for Transfer
Spanish, English
**Top 5 Things Every Dual Language Leader Should Advocate For**

**Eldorado Grand Ballroom A**

José Medina | Director, Educational Solutions, MD

This session will focus on dual language leadership and advocacy, by identifying some of the most critical elements of dual language programming and biliteracy instructional best practices. District support staff, school administrators, and teacher leaders will be able to reflect upon present practices, and then, identify possible action steps, to ensure that they are better equipped to meet the needs of the emergent bilingual students they serve.

Pre-K - 12 | Teachers, Administrators
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

**The Power of Pinyin to Promote Biliteracy in a Mandarin-English Program**

**Eldorado Grand Ballroom B**

Elizabeth Howard | Associate Professor, University of Connecticut, CT
Mangian Zhao | Graduate Student, University of Connecticut, CT

The purpose of this presentation is to add to the conversation on the use of the Biliteracy Unit Framework (BUF) in dual language classrooms by demonstrating a 2nd grade nutrition unit in which Mandarin is the primary language of instruction. In particular, the session will highlight the use of pinyin to promote Mandarin/English biliteracy. Primary teachers who provide instruction in other languages can adapt the unit accordingly.

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

**Teaching and Learning in Spanish: Perceptions and Ideologies of Bilingual Teachers**

**St. Francis Auditorium**

David Nieto | Executive Director, BUENO Center for Multicultural Education, CO
Piedad Kaye | Director of Bilingual Programs, Mannheim School District 83, CO

This presentation will elaborate on the need to enhance the preparation and professional development of bilingual teachers in Spanish language development. Bilingual teachers need opportunities to reflect on the role of the native language and practices geared toward maintaining the hegemony of English, and to build resources to challenge the deficit-thinking orientations toward bilingual students. Districts must also implement specific strategies to elevate the status and the role of both the native language and bilingual teachers.

Pre-K - 12 | Higher Education | Teachers, Administrators, Researchers
Biliteracy Development /Teaching for Transfer, Research
Spanish, English

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**SANTA FE CONVENTION CENTER – BALLROOM**

11:45 am - 12:30 pm

**How to Use Your Artistic Talent to Enhance Bilingualism in Early Childhood and Elementary Education**

**Ballroom**

Dr. Gilberto D. Soto | Professor of Music Education, Texas A&M International University, TX

Play, sing, move, dance—use one of your many artistic talents to link to your lesson plan. Give your students the gift of aesthetic experiences in the classroom to enhance their bilingualism. Enjoy the guitar music while you eat your lunch, then join everyone for singing and moving!

Pre-K - 5 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Biliteracy Development /Teaching for Transfer
Spanish, English

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Embracing a Translanguaging Stance and Redefining Bilingual Teacher-Preparation Practices

O’Keefe
Sandra Musante | Associate Professor, The University of Texas Rio Grande Valley, TX
Alma Rodriguez | Professor, University of Texas Rio Grande Valley, TX

This presentation discusses the integration of a translanguaging stance and translingual pedagogical moves that tap into Latinx bilingual teacher candidates’ full linguistic repertoire in the design of undergraduate courses involving teacher candidates in an attempt to move from a language-compartmentalized approach to instruction to a dynamic approach that leverages students’ bilingualism.

Higher Education | Teachers, Administrators, Researchers
Research
English

Español, el idioma de nosotros: Mexican-American Parents’ Perspectives on Home Literacy Practices

Milagro
Anne Garcia | Staff, Purdue University, IN
Dr. Trish Morita-Mullaney | Assistant Professor, Purdue University, IN
Dr. Wayne Wright | Associate Dean, Purdue University, IN
Dr. Jennifer Renn | Senior Project Manager, Purdue University, IN

Schools often see emergent bilinguals who experience literacy in languages other than English, as being ‘not school ready.’ To address this misconception, I explore how emergent bilingual families with elementary-aged children conceptualize and practice literacy in the home. Results suggest that schools benefit by leveraging the rich home literacy practices of emergent bilingual families.

K-S | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development/Early Childhood/Elementary/Secondary, Family and Community
English

Pathways to Biliteracy for Diverse Learners: A Holistic Framework

Kearney
Rebecca Field | Director, Language in Education Division, Caslon Inc. PA

Develop K-12 pathways to biliteracy for students from monolingual Spanish (or other language), monolingual English, and/or bilingual homes. Learn to use a holistic framework for biliteracy to evaluate and strengthen biliteracy policy, programming, curriculum, instruction, assessment, and professional learning in your district. Include dual language, traditional bilingual, language arts, world/heritage language, ESL, and literacy educators in school, community, and action-planning work. Imagine and enact pathways to biliteracy for all.

Pre-K | Higher Education | Teachers, Administrators, Researchers
Biliteracy Development/Teaching for Transfer
English

Open Enrollment in AP for Emerging Bilinguals

Coronado
Lisa Harman-Martinez | Teacher/Co-Coordinator, Dual Language Program, Albuquerque High School, NM

AHS has strengthened and grown their secondary dual language program over the past several years by providing high-level AP and Honors classes in both English and Spanish. Students are also required to take at least one AP class to earn the Bilingual Seal; as such, students who are still labeled EL have access to the content in the AP curriculum in both languages. In an interactive presentation, participants will identify areas in which they can strengthen their own programs.

9, 10, 11, 12 | Teachers, Administrators
Common Core State Standards Alignment, Leadership, Policy and Advocacy
English

Abriendo brecha: carencia de libros y compromiso social en el campo

De Vargas
María Consuelo Guerrero | Associate Professor, University of Texas Rio Grande Valley, TX
Michael D. Guerrero | Professor, University of Texas Rio Grande Valley/College of Education, TX

Esta presentación se basa en la reciente publicación del libro Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión, la cual constituye un logro formidable para el campo debido a que el libro está escrito completamente en español. Sin embargo, los dos editores de esta antología cuestionan por qué se ha tardado tanto en producir un texto como este, y cuáles han sido las consecuencias para nuestra profesión enfocándose en los profesores.

Higher Education | Teachers, Researchers, Others: Professors
Academic Language Development
Spanish

Using OCDE Project GLAD® to Support Indigenous Languages (Diné Language)

Peralta
Patrick Weroito | Program Coordinator, Dual Language Education of New Mexico, NM
Nina Toledo | Teacher, Na neehdiihin Ji Olta, NM
Genevieve Ramone | Teacher Assistant, Na neehdiihin Ji Olta, NM

This session will share a tribal grant Pre-K classroom’s experience with using GLAD® strategies to support oral indigenous language development. With a community expectation for oral language development, the Pre-K teachers are using GLAD® strategies as an instructional support for their Diné language learners. Presenters will share the 4-week Diné language GLAD® unit on “Self and Others.” Join this session to see firsthand the challenges, barriers, successes, and gains made.

Pre-K | Teachers, Administrators, Parents
DLE Program Development/Early Childhood/Elementary/Secondary, Indigenous Language One-Way Programs
English, Navajo
La Cosecha 2018 • Santa Fe, New Mexico
Thursday, November 15, 2018 • 1:10 pm – 2:40 pm

Cultivating, Supporting, and Honoring Teachers in the Dual Language Community

Lamy
Lauren Harris I Assistant Director, DualLanguageSchools.org, CA
Mishelle Jurado I Bilingual High School Teacher, Albuquerque Public Schools, NM

The Dual Language Teacher of the Month Program honors teachers by creating a panel of former award winners who select nominees based on nominations from other members of the dual language community. This program works to honor dual language teachers, while simultaneously inspiring teachers to be nominated. The presentation will include a member of the panel who will discuss what the teacher of the month honor meant, how we can inspire dual language teachers, and how to utilize this process to inspire younger generations to become teachers.

Pre-K - 6 | Teachers, Administrators, Parents, Researchers, Students
Family and Community
English

Incorporación de las bellas artes a través de las disciplinas

Tesuque Board Room
Jeanalline Celis | Teacher, Wiggs MS/E El Paso ISD, TX
Erika Almada | Teacher, Wiggs MS, TX
Luis Díaz | Teacher, Wiggs MS, TX

Maestros del programa de lenguaje dual para niños talentosos y dotados. Connecting Worlds/Mundos Unidos incorporan el arte dentro de las aulas en diferentes materias como la historia, lectura, matemáticas, y ciencias naturales. Verán trabajos hechos por los alumnos, diseño e implementación de los proyectos dentro del currículo como: maquetas, esculturas, representaciones musicales, figuras en 3-D, poesía, y la incorporación de la tecnología. Recibirán copias de una lección completa, métodos para su implementación y las rúbricas.

6 - 8 | Teachers
DLE Program Development/Early Childhood/Elementary/Secondary, Biliteracy Development/Teaching for Transfer
Spanish

Canciones y cuentos para cantar y leer

Pojoaque/NAMBE
Lada Kratyk | Author, National Geographic Learning, CA

Nuestros chiquitines aprenden mejor cuando se encuentran bien entretenidos. No hay nada como canciones divertidas y libros interesantes para mantener su interés, y por medio de ellos los niños aprenden aun sin saber que están aprendiendo. Se presentarán métodos de enseñanza que ayudan a los niños a aprender destrezas básicas que necesitan para empezar a leer, pensar y escribir.

Pre-K, K, 1, 2 | Teachers
Biliteracy Development/Teaching for Transfer
Spanish

Innovative Media and Storytelling to Advance Biliteracy and Multicultural Education

Ohkay Owingehe
Laura DuMond Kerr | Teacher, Taos Municipal Schools, NM
Bernadine Santistevan | Innovative Media and Storytelling to Advance Biliteracy and Multicultural Education, Taos Municipal Schools, NM

This session highlights innovative methods of using media and storytelling to advance biliteracy and multicultural education. Not only do students digest meaningful and relevant media and stories throughout the unit, they also participate in expressing their thoughts, emotions, and creativity—their voice—by creating media and stories that can be shared in larger community celebrations. A variety of unique activities and tools—ranging from interpreting visual and verbal symbols to improve media-literacy and writing will be presented.

3 - 5 | Teachers
Biliteracy Development/Teaching for Transfer, Family and Community
English

Using Music, Social Media, and Multimedia to Advocate, Inspire, & Educate in the Bilingual Classroom

Ballroom
Güero Loco | Performer, Bilingual Nation USA, IN

GL is back for his 4th year at La Cosecha in 2018! This year, learn how to use music to motivate, educate, and advocate for your bilingual students and their communities. GL will focus on music and multimedia as tools in the classroom and out. Methods will be featured to teach Spanish with hip hop and reggaeton, with ideas and examples of how music, multimedia, and social media can be used as a positive force for advocacy and motivation. Learn how to turn ideas into action and results!

Much love! BilingualNationUSA.com.

Pre-K - Higher Education | Teachers, Administrators, Researchers, Students
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
Spanish, English
OCDE Preschool GLAD®: Alive, Aloud, and A lot of language!

Room C
Christie Baird | Coordinator, Orange County Department of Education, CA

Intentionally creating language-rich environments takes time and effort. This interactive workshop based on OCDE Preschool GLAD® strategies engages participants in thinking about how children learn language and introduces successful research-based strategies for having an early childhood classroom that is alive with words, aloud with language, and results in language-rich learning.

Pre-K - 1 I Teachers
Academic Language Development
English

Scaffolding Mathematics in the Middle School Classroom

Room A/B
Lisa Meyer | Staff, DLENM, NM
Sara Bautista | Teacher, Hayes MS, Albuquerque, NM
Yanira Guerra | Teacher, Washington Middle School, DLENM Board of Directors, NM
Yunmuen McLaughlin | Teacher, Dual Immersion Academy, Grand Junction, CO
Kevin Donohue | Teacher, Dual Immersion Academy, Grand Junction, CO

Come hear middle school mathematics teachers share strategies that they use to shelter language and scaffold content for their language learners to increase student engagement and achievement. This interactive session will include a brief overview of the AIM4ST™ math framework and how it has impacted these teachers’ instruction.

6 - 8 I Teachers, Administrators
Sheltering Content, STEM/Integrating Technology Education
Spanish, English

An Instructional-Round Framework to Improve OCDE Project GLAD® School-Wide Implementation

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

The Guided Language Acquisition Design (OCDE Project GLAD®) framework is being used schoolwide as a framework for content-based language arts instruction at Valle Vista Elementary School in Albuquerque, New Mexico. Valle Vista has a 50:50 dual language program. As part of the site-based professional development plan, a system of instructional rounds to monitor and continuously improve GLAD® classroom implementation was developed. This system will be presented and participants will analyze rounds data to determine next steps for professional development.

K - 12 I Teachers, Administrators
Leadership, Sheltered Instruction
English
Contenido que conecta: Libros por nivel escritos para los estudiantes hispanohablantes en primaria

Ballroom
Lyna Ward de Leyva | Associate Editor for World Languages, Learning A - Z, AZ

Los estudiantes hispanohablantes al nivel primaria que participan en programas de inmersión dual provienen de diversos antecedentes y entornos, y todos merecen la oportunidad de aprender ampliamente el español en su contexto cultural, valioso y diverso. Podemos lograr una inmersión más auténctica en los salones a través de la literatura, utilizando textos escritos originalmente en español y apropiados para los niveles de lectura de los estudiantes.

Pre-K - Higher Education | Teachers, Administrators, Parents, Students
Early Childhood/Elementary/Secondary
Spanish

Why English Language Learners Benefit From Using Technology For Learning

Stiha
Michelle Emirzian | Community Member, Genius Plaza, NY
Vivian Bueno | Principal, Public School 073, NY
Lisa Estrada | Supervisor of ENL, World Languages & Activities, Hicksville Public Schools, Hicksville, NY

English language learners benefit from digital learning experiences that offer opportunities for multisensory learning for all students. During this panel presentation, meet education administrators with extensive experience working with English Language Learners. They will share how technology has been beneficial to learning for their students.

K - 12 | Teachers
Academic Language Development
English

Keys to Success in a Dual Language Model

Terraza
Diandra Williams | Principal, North East ISD, TX
Jennifer Gutierrez | Principal, NEISD - East Terrell Hills ES, TX

This session will address the areas of DL framework, family and instructional resources/practices, which support our student and teacher success in the dual language program. We will provide both Title and Non-Title perspectives of effective implementation and discuss obstacles and solutions based on the needs of our differing student population, available resources, and district support.

Pre-K, K, 1, 2, 3, 4, 5 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary
English

Biliteracy Non-Negotiables: A Guide for Effective Biliteracy Implementation

Now Mexico
Karen Beeman | Education Consultant, Center for Teaching for Biliteracy, IL
Cheryl Urow | Director, Center for Teaching for Biliteracy, IL

Join the Center for Teaching for Biliteracy in a review of the Beeman and Urow (2013) biliteracy non-negotiables, the thinking behind them and their practical implications. Using research and examples from the field that include biliteracy curriculum maps, schedules, and instructional units, we will analyze and recommend specific ways of planning for biliteracy that reduce redundancy and optimize transfer.

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development/Teaching for Transfer
English

Science and Math Projects in the Dual Language Program in the 21st Century

Santa Fe
Natali Barreto-Baca | Teacher, Truman Middle School/APS, NM
Angel Méndez | Teacher, APS, NM

Science and math projects and process investigations are important in our modern society since there are many issues related to science and technology. Basic science-process skills include observing, classifying, measuring and using numbers, making inferences, predicting, communicating, and using the relations of space and time. Thus, it is crucial to incorporate 21st century skills in science education. 21st century skills are comprised of four main domains: digital-age literacy, inventive thinking, effective communication, and curiosity/imaginación.

6 - 12, Higher Education | Teachers, Administrators, Parents, Researchers, Students
Sheltering Content, STEM/Integrating Technology Education
Spanish, English

El modelo de indagación y el lenguaje académico en la inmersión dual en educación infantil/primaria

Exchange
Karina Bustamente | Teacher, International School of Brooklyn, NY
Izbel Mendoza | Spanish Head Teacher, International School of Brooklyn, NY

El modelo de indagación ofrece un marco pedagógico donde el estudiante logra formar una relación personal y significativa con el idioma, permitiéndole desarrollar habilidades de pensamiento mientras fortalece su lenguaje académico. En este taller interactivo, los participantes conocerán estrategias que les permitirán implementar, de manera sencilla, este modelo en las aulas de inmersión dual.

Pre-K - 5 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Academic Language Development
Spanish
La lectura analítica es clave para el lector-escritor

Zuni Ballroom A
Hector J. Ramírez | Teacher, Professional Development, NM

En este taller interactivo vamos a explorar nuevas tendencias pedagógicas a través de unidades de indagación. Vamos a explorar estrategias que motivan al estudiante a leer atentamente, analizar lo que leen, así como enamorarse de la lectura nuevamente. Hoy en día nuestros estudiantes deben dominar lecturas multi-disciplinarias acogiendo estrategias productivas. Nos vemos pronto.

1 - 6 I Teachers, Administrators, Parents
Academic Language Development, Bilingual Development /Teaching for Transfer
Spanish

A Fourth Pillar for DL: Critical Consciousness

Tesque
Deborah Palmer | Professor, University of Colorado Boulder, CO
Daniel Heiman | Assistant Professor, University of North Texas, TX

The most recent Guiding Principles for DLE emphasize the importance of “equity and a positive school environment.” A fourth goal for DL focused on developing critical consciousness is crucial in this. We discuss central elements of critical consciousness: interrogating power, historicizing schools, critical listening, and leaning into discomfort. We argue that when brought to action they lead to humanizing pedagogies.

Pre-K - Higher Education I Teachers, Administrators, Researchers
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English, Spanish

Preparing Special Educators for Developing Culturally and Linguistically Responsive IEPs

Acoma North
Le Tran I Student, University of Texas, Austin, TX
James Patton | Adjunct Associate Professor, University of Texas, Austin, TX
Margene Brohammer | Associate Principal, Lawrence Public Schools, MA

As the number of diverse students with learning disabilities receive special education services their IEPs require increased attention to cultural/linguistic features. This session provides a summary of the review of diverse learners’ IEPs for cultural/linguistic responsiveness, along with guidelines and a tool to assist practitioners with the development of a culturally/linguistically responsive IEP.

Higher Education I Teachers, Administrators
Special Education Services
English

Developing School Leaders for a Dual Language Setting

Acoma South
Donald Larsen | Professor, Washington University, WA
Tim Bruce | Professor, Western Washington University, WA
Donald Larsen | Professor, Western Washington University, WA

Schools in the 21st century need a new kind of principal: one who can connect with a school community that includes students and parents for whom English is not their primary language. The Educational Administration program at Western Washington University has collaborated with the Highline School District to launch “Leadership For Language Learning,” a principal certification program that focuses on developing dual language leaders. This presentation will provide an overview of the steps taken to create this unique partnership.

K - 12 I Teachers, Administrators
Leadership, Policy and Advocacy
English

Strength Through Alignment - Principals Share Their Journey Toward Dual Language Excellence

Chaco East
Lisa Aguilar Fasel | Administrator, W.L. Henry Elementary, Hillsboro School District, OR
Lindsay García | Principal, Eastwood Elementary, Hillsboro School District, OR

With an El Enriquecer™ retreat, supported by DLeNM, we have embarked on a journey toward dual language excellence. Collaboration vs. isolation is how we support teachers and students. You are invited to explore the benefits of creating common agreements and program alignment through opportunities for reflection and discussion of your program’s strengths and needs. Come and join us on our journey.

Pre-K - 6 I Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English

Cambio de mentalidad en la instrucción de las matemáticas para los pequeños

Chaco West
Patricia Mata | Teacher, Poudre School District - Irish Elementary, CO

Este taller enseña los cambios de enfoque de la instrucción en las matemáticas y su implementación en un salón de clase bilingüe. Está enfocado en el trabajo de grupo y la producción oral y escrita de los alumnos en L2. Los profesores saldrán con estrategias concretas para implementar en su salón de clase que facilitan la mentalidad de crecimiento en los alumnos a edad temprana.

Pre-K - 2 I Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Common Core State Standards Alignment
Spanish
The Craft of Illustration: A Way to Finding Truth in a Confusing World

**Palace Ballroom A**

Joe Cepeda | Director, Cepeda Studio Inc, CA

Information inundates young people via ever-increasing forms of delivery. Picture books are a vital step in establishing life-long skills for deciphering complex knowledge. Developing a discerning and self-aware student who can be purposeful in managing the validity of messages continues to be a necessary tool in a confusing, media-rich society, while fostering the essential confidence needed to navigate through a multi-leveled community.

Pre-K - Higher Education | Teachers, Administrators, Parents
Common Core State Standards Alignment, Family and Community
English

Culturally Responsive Teaching is More Than ‘Just Good Teaching’

**Palace Ballroom B**

Sarah Fonte | Teacher, Harris Bilingual School, CO

Good teaching strategies support culturally diverse learners. However, culturally responsive teaching goes beyond “good teaching.” Engage in a discussion-filled presentation highlighting ways in which trustworthy and effective CR teachers build upon diverse students’ family and community funds of knowledge while leveraging the cognitive processes which students from oral and collectivist traditions already utilize to process new information.

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

Little Feet Walk Loud

**Rivera A**

Roberta Roei | Director, Generation Justice, NM
Edgar Cruz | Media Justice Intern, Generation Justice, NM
Delaney Swink | Admin Support, Generation Justice, NM

Adult and youth trainers use Generation Justice’s proven curriculum to cover the neuroscience of brain development, the social/emotional impact of trauma, and why environmental factors are so important to healthy outcomes for children. It covers nutrition, health care and brain development in utero through a child’s first 3 years, including a section on the importance of breastfeeding.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy, Family and Community
English

Conectando el lenguaje académico, la alfabetización y los estándares

**Rivera B**

Tania Chepetla-Jiménez | Teacher, Madison Metropolitan School District, WI

En esta presentación, presentaré un modelo de instrucción para el desarrollo del lenguaje académico, la alfabetización y la construcción de habilidades del pensamiento en segundo grado en un programa dual utilizando CCSS, unidades temáticas de ciencias, lectura compartida, guiada y escritura, basado en (Gottlieb 2014), (Freeman 2006), (Banks 2006), (Echevarría 2010).

1 - 2 | Teachers
Academic Language Development, Socio-Cultural Responsiveness
Spanish

Translanguaging Towards Biliteracy: Bilingual Literacy Experiences in a Dual Language Context

**O’Keefe**

Susana Ibarra Johnson | Education Consultant, APS/Language & Cultural Equity, NM
Olivia McFarly | Education Specialist, Illinois Resource Center, IL

This presentation introduces the concept of translanguaging and guides participants in exploring how to implement in their dual language contexts. This presentation will provide theoretical background on translanguaging, as well as tangible examples of instructional designs that promote rich, dynamic bilingual literacy experiences across different modalities for learning and language development.

1 - Higher Education | Teachers, Researchers
Bilingual Development / Teaching for Transfer, Research
Spanish, English

Tecnología y lenguaje dual

**Lamy**

Maria Galera | Teacher, Woodstock CUSD #200, IL

La tecnología es un gran aliado de la educación. Durante este taller, mostraremos cómo integramos la tecnología en nuestro programa de lenguaje dual para favorecer la oralidad, la adquisición de la segunda lengua, la lectoescritura y el trabajo en equipo.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Teachers
STEM/Integrating Technology Education
Spanish

Supporting Student Success

**Meen**

Shiloh Sanders | Intervention Coordinator, Avon Elementary School, CO
Tiffany Gross | Reading Teacher, Avon Elementary School, CO

This session will demonstrate a systematic approach to intervention for supporting student success. We teach at a dual language, IB school with 76% at-risk students and 80% second language learners. We will share how we implemented a comprehensive, color-coded tracking system to decrease EL special education referrals and increase EL gifted identification. Please join us to see how this approach has been pivotal in supporting and increasing student success!

K - 5 | Teachers, Administrators
Family and Community
English
Dual Language Teacher Perspectives on Oracy: A Biliteracy Strand

**Anasazi - North**
Lucy Montalto | Teacher, UTRGV Paul H. Cale Elementary, VA
Amanda Brookman | Teacher, UTRGV Paul H. Cale Elementary, VA

All language learners will benefit from developing oral language to support skills and strategies related to literacy within an academic setting. From an English and Spanish DL teacher perspective we will look at the oracy component within the Biliteracy Framework. Students will gain strategies to be successful in developing both languages. We will discuss effective structures, methods, and activities to teach oracy within the classroom. We will also provide working time to implement oracy activities into your lesson plans.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Biliteracy Development / Teaching for Transfer
Spanish, English

Insights from Award-Winning Bilingual Children Book Authors: Books are a Resource for Your Classroom

**Anasazi - South**
Maritère (Marily) Bellas | Author, Marymount High School, CA
Natalie Torres Haddad | Author, Financially Savvy Latina, CA
Adalucía Quan | Author, Cholita Prints & Publishing Co., NM
José Chavez | Author, Archway Publishing Co., IN
Yuri Morales | Author, Holiday House, NY

A panel with award-winning Latino authors will discuss how books can be a resource for teachers and parents. This session will be moderated by Maritère R. Bellas - author of *Arroz Con Pollo* and *Apple Pie: Raising Bicultural Children, Raising Bilingual Children* and *Luisito’s Island/La Isla de Luisito*.

K - 12 | Teachers, Administrators, Parents

El español como herramienta para forjar una globalización inclusiva: Equidad lingüística en las aulas de doble inmersión de California

**Zia A**
Fernando Rodríguez-Valls | Professor, California State University, Fullerton, CA

El creciente número de programas de doble inmersión español-inglés en Estados Unidos demanda un análisis del papel que va a tener el español como nexo enriquecedor de la sociedad de este país. En esta presentación analizaremos el valor del español como parte intrínseca de una idiosincrasia inclusiva y discutiremos la idea de coexistencia y enriquecimiento mutuo de ambas lenguas como motor de una sociedad plural en términos de lengua y cultura.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
Spanish

Increasing Oral Language to Support Biliteracy

**Zia B/C**
Kristin Percy Calaff | Director, Highline Public Schools, WA

Bilingual readers and writers need many opportunities to develop ideas and formulate arguments. In this workshop, participants will engage in a series of oral language activities that scaffold students towards meeting rigorous CCSS in reading and writing in an engaging and interactive classroom.

3 - 12 | Teachers, Administrators,
Common Core State Standards, Alignment, Academic Language Development
English

Why Two is Better Than One: Becoming Biliterate Students

**De Vargas**
Sarah Hamilton | Administrator, PS 44 The Thomas C Brown School Staten Island, NY
Cecilia Chou | Universal Literacy Coach, New York City Department of Education, NY
Luz Kost |, PS 44 The Thomas C Brown School, NY

As students enter the upper elementary school grades (Grades 3, 4, 5), maintaining student enrollment in dual language programs becomes a challenge. The question we will explore is: “How can students in Grades 3, 4, and 5 develop bi-literacy in Spanish and in English?” We will share our unit plans and our process for developing unit plans that use the framework for biliteracy as described by Cheryl Urow.

3 - 5 | Teachers, Administrators
Academic Language Development, Biliteracy Development / Teaching for Transfer
English

El Puente: The Bridge Made Easy

**Chapel**
Yenny Luque | Teacher, J. Adams E.S., Alexandria City Public Schools, VA
Edwin Veliz | Classroom Teacher, Alexandria City Public Schools, VA

Si usted es un maestro de lenguaje dual, quizás haya oído hablar de El Puente—la oportunidad para que los estudiantes se enfoquen en sus dos idiomas. Pero, ¿cómo empezar El Puente? ¿Cómo sabemos qué hacer? y ¿Cuáles son los componentes claves? En esta sesión, usted aprenderá que es más fácil de lo que piensa!

K - 5 | Teachers
Biliteracy Development, Teaching for Transfer
Spanish

Eldorado Grand Ballroom A
M Beatriz Arias | Chief Development Officer/VP, Center for Applied Linguistics, DC
David Rogers | Executive Director, DLNM, NM
Lisa Talbuk | Director, Center for Applied Linguistics, DC

Guiding Principles for Dual Language Education is now in its third edition. Presenters will share what’s new in the third edition, and how to use GP3 for teacher and administrator preparation. Interaction with the audience is planned.

Pre-K - 12 | Teachers, Administrators
DL Program Development Early Childhood, Elementary, Secondary, Socio-Cultural Responsiveness
English

Cross-Linguistic Sound Spelling Transfer: The Spanish-English Connection

Eldorado Grand Ballroom B
Silvia Dorta-Duque de Reyes | Author, Benchmark Education, CA
Jill Kerper Mora | Professor Emeritus, San Diego State University, CA

It is essential that teachers know how to organize standards-based foundational skills and language for biliteracy by explicitly teaching cross-linguistic letter-sound spelling, letter patterns, and vocabulary. Assessment protocols for monitoring progress towards biliteracy will be shared. Transfer routines and strategies that can be immediately implemented will be showcased.

K - 2 | Teachers, Administrators
Common Core State Standards Alignment, Biliteracy Development/Teaching for Transfer
English

Dos idiomas in Action

Piñon Conference Room
Saskia Gorospe-Rombouts | Teacher, Academy for Global Citizenship, IL
Liz Fyffe | Teacher, Academy for Global Citizenship, IL

This workshop demonstrates how to make content comprehensible in dual language settings. What does effective teaching of two languages look like in the classroom? The focus is on strategies that are effective for teaching language, content, and literacy in two languages. We present strategies to teach vocabulary, grammar, as well as opportunities for translanguage and the Bridge.

K - 3 | Teachers, Parents, Researchers
Academic Language Development, Biliteracy Development/Teaching for Transfer
English

Lessons from 50 Years of Research: Looking Back and Moving Forward

St. Francis Auditorium
Fred Genesee | Professor, McGill University, QC

There has been an explosion of research on bilingualism and bilingual education since the first dual language program was established in the U.S. This research has been multidisciplinary in nature and has examined diverse aspects of the development of pre-school and school-age ELs: their language development, academic achievement, cognitive abilities, and social well-being. Most recently, the National Institutes of Science, Engineering and Medicine published a synthesis of findings of some of that research — Promoting the Educational Success of Children and Youth Learning English: Promising Futures.

Pre-K - 6 | Teachers, Administrators, Parents, Researchers
DL Program Development Early Childhood/Elementary/Secondary
English

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Transcending Walls of Crowded Classrooms: Peer Tutoring

O’Keefe
Urzi Cogaya | Teacher, International School of Louisiana, LA

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Peer tutoring can be used in any age and/or subject. It helps to learn new concepts or help those students who are behind in your class. We will discuss and give ideas and necessary tools for putting in practice different variants of peer tutoring in a class where students help each other.

Research
English

La familia mexicana como eje integrador en la comunidad

Milagro
Martha Beatriz Mata | Assistant Director, CILAC FREIRE, MX
Rosa Laura Sandovol Vázquez | Teacher, CILAC FREIRE, MX

Estudiar español en México no se circunscribe sólo al salón de clases sino a un proceso de inmersión total. En CILAC FREIRE las familias anfitrionas proporcionan un sentido de pertenencia a los estudiantes extranjeros en la escuela y creando una comunidad. Vamos a compartir cómo lo hemos logrado!

Pre-K - 12 | Higher Education | Teachers, Administrators, Parents, Students
Socio-Cultural Responsiveness, Family and Community
Spanish

Culturally Responsive Leadership, Policy, and Advocacy: Why Does It Matter?

Kearney
Elisa Sánchez Gosnell | Retired Educator, George Mason University, VA

Dual language educators are positioned to become allies and advocates for children and families who are underserved and marginalized in our communities. In this interactive session, participants will identify barriers to leadership and advocacy, review the knowledge base, and create a model that promotes culturally responsive policies and practices.

Pre-K | Higher Education | Teachers, Administrators, Students
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

Secondary Dual Language Programming - Implementing, Sustaining, and Advocating for a Robust Program

Coronado
Mike Wheatley | Administrator, Woodstock CUSD 200, IL
Keely Kruiger | Assistant Superintendent, Woodstock CUSD 200, IL
Maria Angeles González | DL Teacher, Woodstock CUSD 200, IL

Woodstock has a Pre-K – 12 program that has now graduated three classes of dual language students. Come learn about our efforts to create a rigorous and well-aligned 6-12 Spanish curriculum with dual-credit opportunities. Data will be shared on students’ progress in the program as well as how the district recognizes students for their bilingual abilities.

6 - 12 | Teachers, Administrators, Parents
DLE Program Development | Early Childhood/Elementary/Secondary
English

Are We Done Writing Dual Language Units of Study Yet?

De Vargas
Emily Bivens | Principal, Frank Porter Graham Elementary, NC
Elizabeth Meunier | Dual Language Coach, Frank P Graham Elem School

Frank Porter Graham Bilingüe has transitioned over the last 13 years in the development of curriculum for its dual language program. The program initially began with some elements of dual language guiding principles with subjects being taught and assessed in both languages, but little integration among the two languages and less rigor in the sequence of Spanish literacy instruction. The school and district studied with the Center for Bilingual Literacy and have now developed bilingual units of study that support language and literacy development.

Pre-K - 5 | Teachers, Administrators
Common Core State Standards Alignment, Bilingual Development | Teaching for Transfer
English

Regional Education Laboratory Southwest Evidence-Based Research and Resources for English learners

Peralta
Brenda Arellano | Staff, American Institutes for Research (Senior Researcher), TX
Mayra Valtertorrez | Director, Language and Culture Bureau, NMPED, NM
Ashley Simpson Baird | American Institutes for Research, DC

Join us for an opportunity to understand relevant resources and resources on English learners in Texas and New Mexico, published through the Regional Educational Laboratory. Participants will learn about a statewide English-learner partnership and will explore, learn, and apply evidence-based strategies to support struggling readers who are English learners using a resource guide through hands-on activity.

K - 8 | Teachers, Administrators, Researchers, Other: policymakers
Bilingual Development | Teaching for Transfer | Research
English
Using Authentic and Culturally Relevant Literature in the Dual Language Classroom

Lamy
Rocio del Castillo | Director, Huntley Community School District 158, IL
Jenny Lizarraga | Director, Cinco Books, FL

To empower students as readers, teachers need to provide them with culturally relevant literature that they can see themselves in. The use of culturally relevant literature is very important to the academic success of students; it draws on their cultural capital and engages them. Attendees will leave this session with ideas, strategies, and resources to consider when selecting literature for their dual language classroom.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers, Students
Bilingual Development /Teaching for Transfer, Socio-Cultural Responsiveness
English

Determining Difference from Disability: A Culturally Responsive Approach

Tesuque Board Room
Gerald McCain | Professor, Southern Oregon University, OR

This presentation offers clear guidelines for determining if the culturally linguistically diverse (CLD)/English language learner (ELL) in your classroom is experiencing typical language differences, learning disabilities, or both. By combining useful case studies and research, I will provide a framework for differentiating instruction that uses culturally appropriate interventions and moves from a traditional behavioristic perspective to a more culturally responsive perspective building upon student strengths and interests.

K - 6 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Socio-Cultural Responsiveness
English

¡Usemos la sabiduría de los dichos o refranes para la instrucción y el desarrollo del lenguaje!

Pojoaque/NAMBE
Claudia Sánchez | Associate Professor, Texas Woman’s University, TX

Examinaremos escenarios de clases reales para demostrar las formas en que los dichos o refranes de los familias enriquecen la instrucción en los grados K-2. La audiencia recibirá una lista de ideas que podrá replicar, las cuales incluyen la investigación de dichos familiares por parte de los estudiantes, así como el uso de los dichos para el desarrollo del lenguaje oral y escrito, la lectura de comprensión, la ciencia, y los estudios sociales.

K - 3 | Teachers
Academic Language Development, Family and Community
Spanish

Forming, Norming, and Reforming: Challenges and Solutions in the Journey of a PreK-9 Dual Language Program.

Ohkay Owinge
Pedro Gonzales | Middle School DL Coordinator, Austin Independent School District, TX
Claudia Santamaría | Dual Language Assistant Director, Austin ISD, TX

Participants will hear about Austin ISD, a large urban school district, that began a 50-50 dual language program in 2010 and that continues to grow into high school in 2018. AISD’s Dual Language Assistant Director and Secondary Dual Language Coordinator will share the academic evolution of the program by focusing on the milestones, and highlight their work with different stakeholders in this process. Presenters will share discoveries and insights made along the way and engage participants to reflect on their process and journey.

Pre-K - 12 | Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary; Leadership, Policy and Advocacy
English

Music and Movement to Enhance Learning

Ballroom
José-Luis Orozco | Teacher, Arcoiris Records, Inc., CA

José Luis’ interactive workshop demonstrates how to use songs, rhymes, rhythms, and games in classrooms every day to enhance children’s language acquisition, literacy, social, motor, cognitive, and developmental skills, and promote cultural diversity and positive self-esteem. Teachers will learn to use music to develop phonemic awareness and vocabulary that leads to fluency. The rich heritage of music from the Spanish-speaking world, used in both English and Spanish, teaches Latin American culture, history, and oral traditions.

Pre-K - 8 | Teachers, Administrators, Parents, Students
Academic Language Development, Family and Community
Spanish, English
Planning for a Focus on Language
Room C
Kathleen Salgado | PD Coordinator, DLENM, NM

Focusing on content alone makes language the invisible curriculum in the school," (Gibbons). In this session, we will discuss the intricacies of the English language and explore language demands students need to fully engage in content curriculum. You will experience ways to purposefully plan for oral academic language practice with OCDE GLAD® strategies to lead to student reading and writing.

K-12 Teachers
Sheltered Instruction
English

AIM4S3™ School Wide: Reflections on Positive Impacts towards Achievement
Room A/B
Joel Lavin | Elementary Principal, El Camino del Rio Dual Immersion Elementary, OR

This session will inform you of the story of a dual language school that has instituted a school-wide program for teaching math in Spanish K-5 using the AIM4S3™ framework. You will hear how the school has created a mathematics culture among the teaching staff and in students’ learning focus. You will also hear how district-level support and PLCs have played a part in this.

K-8 Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Sheltering Content
Spanish

Mathematical Discourse in a Dual Language Classroom
Chapel
Adriana Navarro | Teacher, La Habra City School District, CA
Patricia Pérez-Barba | Academic Coach, La Habra City School District, CA
Rosamaria Murillo | Principal, La Habra City School District, CA

Would you like to use mathematical discourse to engage all students in thinking critically in a dual language classroom? If so, this session will focus on providing teachers resources to elicit critical thinking, so that students have the necessary skills to meet the demands of the Common Core State Standards in the target language. You will leave this session with valuable resources that you can implement in your classroom right away.

K-12 Teachers
Common Core State Standards Alignment, Academic Language Development
English

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Teaching for Transfer Using a Biliteracy Developmental Continuum

Ballroom
Vivian Pratt | Retired Educator, University of Texas Rio Grande Valley, TX
Dr. Sandra Mercuri | Associate Professor, University of Texas Rio Grande Valley, TX

The presenters discuss a framework in which cross-language connections and conversations about language are grounded. Using this continuum, the presenters show how biliteracy skills are alike or different and provide examples of mini lessons to teach for cross-linguistic transfer.

K - 3 | Teachers, Administrators
Biliteracy Development/Teaching for Transfer
Spanish, English

State-level Dual Language Immersion Program Support: Policy, Practice, and Progress

Stihla
Barbara Kennedy | Director, English Learners, Texas Education Agency, TX
Mayra A. Valterrez | Director, Language and Culture Bureau, New Mexico Public Education Department, NM
Ivanna Mann Thrower Anderson | ESL/Title III Consultant, NC Department of Public Instruction, NC

Dual language immersion (DLI) program leaders are no longer “on their own” when implementing effective programs. Panelists will share recent developments in state policy and practice, highlighting how shifts positively impact programming at the district and school level. Participants will begin to envision new possibilities in their own states and prepare to advocate for changes in policy and practice that will positively influence the quality of their DLI programs.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy

Middle School Model to Dual Language, Building Bi-literacy Beyond Elementary

Terraza
Todd Bloomer | Principal, North East ISD, TX
John Smith | Principal, North East ISD, TX

An interactive session highlighting two middle schools in San Antonio, Texas — this large suburban district is implementing a successful 6th-8th grade dual language program. Come join two middle school principals as they share their DL model, the recruitment retaining of teachers, data supporting academic achievement, the challenges of implementation, and individual student success stories. Leave with ideas to implement a new program or improve your existing one.

6 - 8 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English

Sheltered Instruction Strategies to Support Vocabulary Development in the Dual Language Classroom

New Mexico
Patricia Tamayo-Fagler | Administrator, Houson ISD-Burnet Elementary, TX
Laura Díaz-Rodriguez | Dual Language Teacher Development Specialist, Houston ISD—Curriculum Department, TX

Participants will gain a deeper understanding of the benefits of sheltered instruction strategies (Total Physical Response, visual/realia, graphic organizers, support sentences, and cross-linguistic connections). They will experience best practices for second language acquisition that promote student engagement while aligning content vocabulary and language skills to support long term linguistic proficiency.

K - 5 | Teachers, Administrators
Sheltering Content, Biliteracy Development/Teaching for Transfer
English

Advocacy 101 - The Basics of Running a Successful Advocacy Campaign

Santa Fe
Amanda Aragon | Director, NewMexicoKidsCAN, NM

Advocacy 101 is an introductory training that will provide local education leaders and advocates the basic skills and know-how to lead successful advocacy efforts. During the workshop, participants will learn how advocacy is used to change policy along with fundamental strategies of advocacy. Participants will also learn how to choose smart tactics, and will have the chance to roll up their sleeves and simulate a real-life advocacy effort.

Pre-K | Higher Education, Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy
English

From TBE to Two-Way Immersion: Leveraging Support and Advocacy for Pre-Service Teachers

Exchange
Higinia Rimba | Chair/Bilingual Education Program, University of St. Thomas, TX

Given the growing interest in establishing dual language programs as an effective way to integrate language and content skills for English language learners and the growing teacher shortage in Texas, this presentation will explain how a teacher reparation program developed a grow-your-own program offering specialized training for dual language pre-service teachers.

Higher Education, Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
English
Optimizing Instruction for Dual Language Learners with Special Educational Needs

Zuni Ballroom A
Cristina Sánchez-López | Teacher, Parádio Education Consulting, IL
Theresa Young | Speech-Language Pathologist, Sound Communication, Parry Sound, Ontario, CA

In this session participants will have the opportunity to review how dual language learners (DLLs) with special-education needs can benefit from bilingualism. Presenters will summarize classroom-based research on the instruction of DLLs with special-education needs, and will provide examples of evidenced-based instructional strategies for inclusive classrooms.

Pre-K - 9 | Teachers, Administrators, Special Education Services, Research
English

Exploring the Intersection of Evidence-Based and Culturally and Linguistically Responsive Practices

Tesuque
Linda Cavazos | Director, American Institutes for Research, TX
Sylvia Lihan-Thompson | Associate Professor, University of Oregon, OR

Meeting the language and literacy needs of English learners requires systematic use of evidence-based practices and deep knowledge of culturally and linguistically responsive practices that address their instructional, social, and language needs. Actual observation data that contrasts typical and culturally and linguistically responsive practice will be shared, as well as implications for practice.

Pre-K - 12 | Teachers, Administrators, Researchers
DLE Program Development: Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
English

Dual Language Start-Up Kit: 10 Essentials for Years 1-3

Acoma North
Alexandra Gulamo | Director, Taju Educational Solutions, IL

This session empowers districts in the early implementation of dual language programs with essentials to be successful. Participants will learn a strategic roadmap to build a thriving and comprehensive program. This session draws connections between the strategic process for DL program implementation and research-based best practice for effective school change. Participants will develop next steps for their site using the three pillars of dual language education, and prioritize areas for program alignment and success.

Pre-K - 12 | Teachers, Administrators, Parents, Students
DLE Program Development: Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
Spanish, English

Equity: The Guiding North of a Successful Dual Language Program

Acoma South
Bernice Perneale | Instructional Guide, Mundo Verde Bilingual Public Charter School, DC
Michelle Johnson | Principal, Mundo Verde Bilingual PCS, DC

Our educational system is plagued with systemic inequities that continue affecting the most historically marginalized children. If DL education is to be a true act of equity we need to begin with asking the hard questions about our school and, most importantly, about ourselves. In this session, learn how Mundo Verde PCS tackled head-on programmatic, assessment, staffing, and linguistic inequities, and came out stronger.

Pre-K - 6 | Teachers, Administrators, Parents
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

Trapezoids, Algebra, Equations, Oh My! Building Academic Language In Mathematics

Chaco East
Margret Gunten | Teacher, Jeffco Public Schools, CO

Explore linguistically differentiated math strategies that not only scaffold academic mathematical reading and writing, but also invite students to collaborate across multiple language proficiency levels. Designed to promote student critical thinking in mathematical practices, these strategies engage the learner in meta-cognitive processes that can transfer across subject areas.

Pre-K - 8 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Shifting Content
English

Using Students' Community Knowledge for Building School-Community Relations and Resources

Chaco West
Theresa Austin | Professor, University of Massachusetts, Amherst, MA
Tryphena B. Peele-Eady | Associate Professor, University of New Mexico

We introduce principles for developing students’ knowledge and multiliteracies in culturally sustaining ways. Using examples in AAE and Spanish, we dialog with participants about awareness of language varieties, translanguaging, and ways to validate students’ knowledge repertoires, cultural and linguistic communicative practices, and building positive identities in communities and schools.

Pre-K - 12 | Teachers, Parents, Researchers, Students
Academic Language Development, Family and Community
Spanish, English
Diario Duo: A Biliterate Writing Tool to Foster Reflective Metalinguistic Awareness

Palace Ballroom A
Adriana Álvarez I Assistant Professor, University of Colorado Denver, CO
Sandra Butvilovsky I Research Assistant Professor, BUENO Center, University of Colorado Boulder, CO

This session will present a biliterate writing strategy and instructional tool to engage young bilingual learners in a reflective process that fosters metalinguistic awareness and cross-language connections. This strategy integrates research-based instructional approaches and offers educators a tool to analyze their students’ biliterate development and an authentic way to learn about their lives.

K - 3 | Teachers
Biliteracy Development /Teaching for Transfer
Spanish, English

Linguistic Geniuses: Teaching for Transfer in Elementary Classrooms

Palace Ballroom B
Heather Skibbins I Trainer, SEAL (Sobrato Early Academic Language) Model, CA

In addition to high-level literacy skills in both languages, bilingual children need the skills to analyze and understand both their languages; to know how they work and how they are similar and different. This interactive workshop will explore how to develop students’ metalinguistic awareness through transfer strategies, lessons, and moments. Through classroom videos and artifacts we will equip teachers with the practical skills to develop students biliteracy through understanding the relationship between their two languages.

K - 5 | Teachers, Administrators
Common Core State Standards Alignment, Biliteracy Development /Teaching for Transfer
English

Tech...Tech...Tech...It’s App-bout Time

Rivera A
Marcela Durán I Asst. Principal/Magnet Coordinator, Mesita ECDC/Elementary School, El Paso ISD, TX
Marianne Sobolo I Teacher, Mesita ECDC/Elementary School, El Paso ISD, TX
Anaéa Rodríguez I Teacher, Mesita ECDC/Elementary School, El Paso ISD, TX

It’s ‘App-bout’ time to engage your students, through apps, in English and Spanish, to create a learning environment of active learning, high-level interest, and hands-on activities, in a two-way DL setting. Join us as we share project ideas, apps, and student work, for your swipe generation of students, which have been successfully implemented in our Connecting Worlds/Mundos Unidos Two-Way DL GT Magnet Program.

K - 12 | Teachers, Administrators, Parents, Other, Instructional Coaches
Academic Language Development, STEM/Integrating Technology Education
Spanish, English

Visual Language: How to Use Art to Teach Bilingual Students a Third Language.

Rivera B
Adrián Martínez I Teacher, South Valley Academy, NM

The lesson that I will be teaching is called Visual Language: how to use art to teach bilingual students a third language. This lesson is related to the exploratory learning methods used in making art. The term Visual Language refers to the idea that communication occurs through visual symbols, as opposed to verbal symbols or words. I am teaching this because we encounter visual imagery countless times a day, and it is important that we digest, dissect, and decipher this imagery in a manner that is clear and concise.

6 - 12 | Teachers, Students
Social-Cultural Responsiveness, Family and Community
Spanish, English

Enseñanza de la académica a través del TPRS

O’Keefe
Karen Farquharson I Administrator, Montessori del Mundo, CO

¿Qué tal si podia traer la creatividad, el interés y el poder para el desarrollo de lenguaje oral de TPRS a su instrucción académica? En esta sesión, aprenderemos cómo planear cuentos de TPRS que refuerzan el contenido temático y académico para mejorar aprovechar de esta estrategia. Favor de traer ideas para una unidad temática que va a enseñar. Juntos planearemos sus cuentos de TPRS como parte de la sesión.

Pre K - 5 | Teachers
Academic Language Development, Sheltering Content
Spanish
La Cosecha 2018 • Santa Fe, New Mexico
Thursday, November 15, 2018 • 3:00 pm – 4:30 pm

Educación emocional en el aula
Lamy
Eric López Mollier I Teacher, Kendall Whittier/ Tulsa Public Schools, OK

Las emociones son universales, pero su gestión es personal. En el aula y la escuela no solo se aprenden contenidos. Por ello, es importante enseñar a los alumnos desde sus primeras etapas a expresarse y manejar emociones tan básicas como la rabia, la tristeza, la alegría y el miedo. Por ello, aprender vocabulario es fundamental para poder dar forma a cómo te sientes o qué te pasa y usar esa herramienta tan poderosa que es la palabra para entender y procesar algo tan complejo como las emociones. Muchos autores lo llaman educación emocional.
Pre-K - 12 I Teachers, Parents, Students
Family and Community
Spanish

Two-way Immersion for All: Facilitating Parental Involvement through Language Instruction
Meem
María Isolina Ruiz I Associate Professor, University of Louisiana at Lafayette, LA
Michelle Haj-Broussard I Assistant Professor, University of Louisiana at Lafayette, LA
Charles A. Patrick I Doctoral Student, University of Louisiana at Lafayette, LA

This presentation describes a two-way immersion curriculum designed to teach Spanish-speaking parents about local school and community culture, expectations, and processes while teaching English-speaking parents academic and social language to support their children’s education in Spanish and to interact with Spanish-speaking community members. The curriculum focused on parents’ self-reported needs in the language their children were learning.
Pre-K - 5 I Teachers, Administrators, Parents
Socio-Cultural Responsiveness, Family and Community
English

Writing with Purpose: Elementary School Newspaper Makes Learning Authentic
Anasazi - North
Lauren Gutiérrez I Teacher, Coronado ES/APS, NM
Juan Ortega I Teacher, Coronado Elementary, NM

Writing for La Prensa provides a true variety of authentic language use opportunities for our K-5 students. La Prensa is student authored in both English and Spanish; most learning is in Spanish, so most of the writing is too. This publication elevates the status of the Spanish language in our community and increases student production of Spanish.
K - 8 I Teachers, Administrators
Academic Language Development, Research
English

Strategic Approaches for Academic and Social Equity in Dual Language Programs
Anasazi - South
David Freeman I Professor Emeritus, The University of Texas Rio Grande Valley, TX
Yvonne Freeman I professor emerita, The University of Texas Rio Grande Valley, TX
Mary Soto I Assistant professor, California State University East Bay, CA

Effective dual language bilingual programs promote academic and social equity and equal status for both languages. The presenters describe how successful programs provide cultural and linguistic equity; equity in materials, in signs and routines, and in student grouping. They also explain how effective programs give equal status to both languages by implementing translanguaging strategies.
K - Higher Education I Teachers, Administrators, Researchers, Students
DLE Program Development: Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
English

Using Bilingual Research In Historical Research For Secondary Students
Zia A
Reanna Servatt I Teacher, Cien Aguas International School, NM

There are countless benefits of doing historical research in both Spanish and English with secondary students. These valuable resources will enrich the common core standard curriculum within the classroom, as well as promote bilingual literacy. Examples of groups of 8th grade students who used bilingual research to successfully enhance their National History Day projects will be presented.
6 - 12 I Teachers, Parents, Students
Common Core State Standards Alignment, Literacy Development /Teaching for Transfer
English

Early Literacy Using All Senses
Zia B/C
María Vito I Administrator, Leander ISD, TX
Laura Escalante I Dual language Pre-Kinder Teacher, Victoria Independent School District, TX

We are teaching early literacy using all senses—providing tactile and kinesthetic experiences to our students. In our presentation, we will share how we are developing phonological awareness using a multisensory approach authentic to bilingual Spanish pre-readers and fun for teachers and kids.
Pre-K - 3 I Teachers, Administrators, Researchers
DLE Program Development: Early Childhood/Elementary/Secondary, Special Education Services
Spanish
Social Justice Everyday

DeVargas
Janet Davis-Castro | Teacher, Carrboro Elementary School, NC
Jillian LaSerna | Principal, Carrboro Elementary School, NC
Jonathan Woody | Assistant Principal, Carrboro Elementary School, NC

This presentation examines the integration of social justice standards from Teaching Tolerance with integrated literacy and content units in a two-way immersion program. We will provide a systematic overview of how teachers and schools can begin the process of integrating social-justice standards on a regular basis. Specifically, we will look at the importance of social-justice integration in dual language programs. Participants will walk away with sample lessons, texts, and resource lists that can be used in their programs.

K - 5 I Teachers, Administrators
Common Core State Standards Alignment, Socio-Cultural Responsiveness
English

Bring in the Music!

Chapel
Andrés Salguero | Community Member, 123 Andrés, VA
Christina Sanabria | Music Educator, 123 Andrés, VA

123 Andrés brings their expertise in music and education in a dynamic and interactive presentation using songs as tools to teach and reinforce curriculum standards. They believe that everyone can leverage music to teach concepts, and in this hands-on session participants create and perform songs to teach and reinforce concepts. Educators will leave excited to promote learning through music with concrete ideas for their classrooms.

Pre-K - 3 I Teachers, Administrators, Parents, Students
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
Spanish, English


Eldorado Grand Ballroom A
M Beatriz Arias | Chief Development Officer/VP, Center for Applied Linguistics, DC
David Rogers | Executive Director, DLENM, NM
Lisa Tabaku | Director, Center for Applied Linguistics, DC

Achieving Student Success Through the Collaborative Instructional Planning Cycle

Eldorado Grand Ballroom B
Pushpanjali Sengupta | Teacher, Stevenson Elementary/ Bellevue School District, WA
Ryan Wahlberg | Teacher, Clyde Hill Elementary/ Bellevue School District

Learn how dual language teachers and ELL facilitators/coaches can collaborate to develop tier 1 strategies by using the collaborative instructional planning cycle for an inclusive classroom. You will hear from classroom teachers about their experience and expertise in providing rigor and access for ALL language learners.

Pre-K - 12 I Teachers, Administrators, Other: Coaches and facilitators
Academic Language Development, Sheltering Content
English

¡Una locura de CENTROS para lectura y escritura!

Piñon Conference Room
Luz Roth | Retired Educator, Global VIDA, TX
Viviana Hall | National Consultant, Global VIDA, TX

Este taller motiva e inspira a los maestr@s bilingües a crear recursos para el aprendizaje efectivo de la lectura, usando materiales provistos por sus respectivos distritos escolares y combinados con Centros de Aprendizaje con Propósito (CAPs). Aprenda cómo lograr 100% de crecimiento académico y a disminuir el tiempo "pesado" en el internet en busca de lecciones perfectas para diferenciar. Este es un taller donde ¡"lo que se dice, se hace"! (make and take).

K - 4 I Teachers, Administrators, Parents
Bilingual Development, Teaching for Transfer
Spanish

The Value of Dialogues as a Strategy to Increase Indigenous Oral Language

St. Francis Auditorium
Jennie DeGroat | Professor, Northern Arizona University, AZ

A variety of dialogue between two or more people that are carefully composed can form the basis of useful language teaching, specifically for oral language development. When skillfully designed and imaginatively taught, dialogue can be a means of enhancing the conversational ability and building self-confidence in Indigenous language learning. However, the purpose of using dialogue for different situations should be considered for learners to gain access to how the language is used within these different situations. This session will focus on creating dialogue within a storytelling language activity to demonstrate the use of dialogue in this situation.

Pre-K - 8 I Teachers, Administrators, Parents, Students
Indigenous Language One-Way Programs, Family and Community
English, Diné
These wooden dolls by Alexander Girard are a large family of figures representing human and animal characters. He designed them in 1953 for his own use as decorative objects in his Santa Fe home. Precisely replicated down to the last detail, the many different wooden dolls are still fabricated and painted by hand today, just like the vintage pieces by Alexander Girard. And even if the differences between them are only very slight: each wooden figure is a unique, individual product, truly one of a kind.

The Girard collection at the Museum of International Folk Art houses the popular permanent exhibition, Multiple Visions: A Common Bond, which showcases folk art, popular art, toys and textiles from more than 100 nations. Opening in 1982, this unorthodox and delightful exhibition was designed and installed by Alexander Girard.

Shop for Girard Dolls at the Museum of International Folk Art Shop

shopmuseum.com
Planning for a Focus on Language
Room C
Kathleen Salgado | PD Coordinator, DLENM, NM

Focusing on content alone makes language the invisible curriculum in the school,” (Gibbons). In this session, we will discuss the intricacies of the English language and explore language demands students need to fully engage in content curriculum. You will experience ways to purposefully plan for oral academic language practice with OCDE GLAD® strategies to lead to student reading and writing.

K - 12 | Teachers
Sheltered Instruction
English

AIM453™ School Wide: Reflections on Positive Impacts towards Achievement
Room A/B
Joel Lavin | Elementary Principal, El Camino del Rio Dual Immersion Elementary, OR

This session will inform you of the story of a dual language school that has instituted a school-wide program for teaching math in Spanish K-5 using the AIM453™ framework. You will hear how the school has created a mathematics culture among the teaching staff and in students’ learning focus. You will also hear how district-level support and PLCs have played a part in this.

K - 8 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Sheltering Content
Spanish

Mathematical Discourse in a Dual Language Classroom
Chapel
Adrienne Navarro | Teacher, La Habra City School District, CA
Patricia Perez-Barba | Academic Coach, La Habra City School District, CA
Rosamaria Murillo | Principal, La Habra City School District, CA

Would you like to use mathematical discourse to engage all students in thinking critically in a dual language classroom? If so, this session will focus on providing teachers resources to elicit critical thinking, so that students have the necessary skills to meet the demands of the Common Core State Standards in the target language. You will leave this session with valuable resources that you can implement in your classroom right away.

K - 3 | Teachers
Common Core State Standards Alignment, Academic Language Development
English

At Project Education, our mission is simple, provide the tools that districts need to make students successful. We have created a total solution for school districts by combining the only customizable data management platform with professional development and consulting services.

Our Project ELL program goes beyond compliance and presents data so educators can make it actionable.

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Request a demo today and find out why districts have left our competitors to implement Project Education.

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DLENM — La Cosecha 2018
Dual Language Education of New Mexico Presents:

**SUMMER OF LEARNING**

Join us for this summer’s hottest professional development opportunities – OCDE Project GLAD® and AIM4S™ Summer institutes! Designed to fit into your professional development plan and meet your instructional needs.

**OCDE Project GLAD® Summer Institute**
June 4-5, 2019
Santa Fe, NM

**AIM4S™ Summer Institute**
May 29-30, 2019
Albuquerque, NM

For more information, visit www.dlenm.org and click Upcoming DLeNM Trainings.

DLeNM • 1309 4th Street SW, Suite E • Albuquerque, NM • 505.243.0648
Mission:
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.

Welcome to Future Community Leaders
Governor
J. Michael Chavarria

Governor Chavarria has served in many roles within the Pueblo of Santa Clara Tribal Government. He has been elected to the position of Governor for eight 1-year terms, serving in 2006–2008 and then re-elected in 2014–2018. Governor Chavarria also serves in the capacity of the Chairman for the Eight Northern Indian Pueblos Council and the Vice-Chairman for the All Pueblo Council of Governors. As Governor, Mr. Chavarria continues to work on the various restoration efforts of the Santa Clara Creek watershed stemming from the 2011 Las Conchas Fire and post-fire flooding impacts, and he advocates for the continuation and growth of tribal programs to protect Pueblo lands, resources, and the environment. Governor Chavarria has served five terms as the Tribal Co-chair for the EPA Region VI Tribal Operations Committee. Through this position, he has worked with other tribes in the region to identify environmental issues of concern during the committee meetings.
¡Bienvenidos a La Cosecha 2018!

FUENTE365 de DLeNM - la fuente principal de recursos y apoyo profesional

¿Qué es FUENTE365 de DLeNM?
FUENTE365 es una plataforma digital de capacitación profesional – una “caja de herramientas” disponible los 24/7 y repleto de los recursos que cada escuela y distrito escolar desea – ofreciendo acceso a recursos pedagógicos y administrativos tanto como videos de instrucción y artículos profesionales dirigidos a maestros que enseñan estudiantes de inglés como lengua segunda y estudiantes bilingües en programas de inmersión dual u otros programas. FUENTE365 es el enfoque principal de nuestra página de recursos y apoyo orientado hacia programas de inmersión dual.

¿Qué ofrece FUENTE365?
No importa su papel en la escuela, FUENTE365 de DLeNM ofrece recursos pedagógicos y programáticos, oportunidades para conectar con otros profesionales, y un sistema de defensoría que te apoya y aboga a favor de la comunidad general de inmersión dual. Con FUENTE365, recibirás:

- Soleado—Fuente de prácticas favorables en el campo de la educación— boletín trimestral (disponible en forma impresa y digital) ofreciendo las últimas novedades en diseño de programas e implementación, metodología y evaluación (incluso a la instrucción contextualizada), noticias sobre el mundo de la inmersión dual con respecto a la familia y la comunidad, los últimos acontecimientos políticos y de defensoría en este campo y más;
- Acceso a publicaciones adicionales de DLeNM y a una colección de videos que no deja de crecer con ejemplos de prácticas útiles para maestros y administradores a nivel escolar y de distrito (esta colección incluye presentaciones de La Cosecha y grabaciones en el contexto del salón de clase);
- Abundantes recursos que apoyan los esfuerzos de la escuela en proveer instrucción de alta calidad igual que la implementación, evaluación, y desarrollo continuo de programas;
- Oportunidades para conectar con el personal de DLeNM y con colegas del mundo de la inmersión dual en todo el país a través de correo electrónico, blogs, Facebook, etc.;
- Oportunidades para publicar o revisar una lista de empleo relacionada con el mundo de la inmersión dual;
- Descuentos para asistir a La Cosecha, acceso a los diversos programas de DLeNM enfocados en la capacitación profesional, y consulta personalizada a las escuelas y distritos; y
- ¡Mucho más!

¿No se matricularon para La Cosecha al nivel de tarifa FUENTE365?
Pasen por la mesa informativa de DLeNM a, escaneen este código QR para más información.

Aún mejor...
Toma un tour de La Cosecha.
Acompáñanos el jueves, 15 de noviembre
10:00 am - 11:30 am
Santa Fe Convention Center • Pojoaque/NMABE

FUENTE365 (tarifas)
Individual ($99) * Institucional ($419) * Distritos (tarifas de descuento disponibles)
No pierdan esta oportunidad... subscribanse hoy mismo en dlenm.org/subscriber.

1309 Fourth St. SW, Suite E—Albuquerque, NM 87102 Phone: (505) 243-0648 Fax: (505) 243-0377
www.dlenm.org
Welcome to La Cosecha 2018!

**FUENTE365—DLeNM’s Clearinghouse for Dual Language Resources and Support**

**What is DLeNM’s FUENTE365?**

**FUENTE365** is an online professional development platform—a 24/7 “toolkit” full of resources that every school and district needs—providing access to instructional and programmatic resources, including instructional videos and professional articles, that target teachers of English learners and bilingual students in dual language or other program models. **FUENTE365** is the centerpiece of DLeNM’s Clearinghouse for Dual Language Resources and Support.

**What does FUENTE365 offer?**

No matter what your role, **FUENTE365** provides instructional and programmatic resources, networking opportunities, and advocacy to support you and the larger dual language community. With **FUENTE365**, you have the following:

- **Soleado**—Promising Practices from the Field—a quarterly newsletter (hard copy and electronic copy) offering the latest developments in program design and implementation, instruction and assessment (including sheltered instruction), family and community, advocacy and political updates, and more.
- Access to additional DLeNM publications and a growing collection of videos that share promising practices for educators and school/district administrators (these include both La Cosecha presentations and classroom contexts).
- Extensive resources that support your school’s efforts to provide high quality instruction and on-going program implementation, assessment, and development.
- Networking opportunities with DLeNM staff and dual language colleagues around the country through e-mail updates, blogs, Facebook, etc.
- Opportunities to post or access dual language education job opportunities.
- Discounts on La Cosecha registration, DLeNM’s extensive program and professional development opportunities, and custom on-site consultation services.
- And more!

**Not registered for La Cosecha at the FUENTE365 rate?**

Stop by the DLeNM table or scan this QR code for more information.

**Even better...**

Take a tour during La Cosecha Conference!

Join us Thursday, November 15

10:00 am - 11:30 am

Santa Fe Convention Center • Pojoaque/NMABE

**FUENTE365 Rates**

Individual ($99/year) * Institutional ($419/year) * District (discounted rates available)

Don’t miss out... register today at dlenm.org/subscriber.

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www.dlenm.org
Sesión plenaria • General Session

viernes, el 16 de noviembre de 2018 • Friday, November 16, 2018

¡Seguimos con la cosecha! — Our Best Harvest Yet to Come!
8:00 am – 9:45 am
Centro de convenciones de Santa Fe - Santa Fe Convention Center Ballroom

Bienvenida • Welcome

David Rogers
Executive Director
Dual Language Education of New Mexico

Invocation: Tribal Leader

Dual Language Education: Making a Great Program Even Better

Chris Reykdal
Superintendent, OSPI State of Washington

Chris Reykdal has served as a high school history teacher, local school board member, state legislator, and budget and policy executive for our state’s community and technical college system. Chris has dedicated his entire career to public education, and he is currently serving in his first term as the State Superintendent of Public Instruction. He leads the team at OSPI that is working hard to open multiple pathways to high school graduation including expanded technical education opportunities. Additionally, OSPI has transformed the state’s accountability system through critical policy and budget changes.

Welcome from the New Mexico Public Education Department

Mayra Valtierrez
Director of the Language and Culture Bureau and Hispanic Education Liaison
NMPED

La importancia de nuestra lengua y cultura en la comunidad

Marta Mata
Rosa Laura Sandoval Vázquez
Francisco Ibarra
CILAC Freire

Honoree
Jorge Torres
CILAC Freire

Honrando un líder comunitario y amigo verdadero

Housekeeping

• Lunch: 11:30 a.m - 1:15 pm — SFCC, Eldorado, La Fonda, Inn & Spa at Loretto
• Friday Night Benefit Dance Featuring Cambalache & Wagogo – 7:00 pm SFCC Ballroom - Buy your tickets today! Use promo code: COSECHA.
• Conference Evaluations

Cambalache

Silvia Martínez
DLeNM Board of Directors
La Casita Elementary, CMS
Sesión plenaria  • General Session
viernes, el 16 de noviembre de 2018 • Friday, November 16, 2018
The Time for Political Engagement Is Now!
8:00 am – 9:45 am
Hotel La Fonda, Salón Principal Lumpkin ~ La Fonda Hotel, Lumpkin Ballroom

Invocation: Tribal Leader

**Bienvenida • Welcome**

Michael Rodríguez
Director of Operations
Dual Language Education of New Mexico

**Ensuring Our Legacy, Rethinking Our System**

Regis Pecos
Coalition for the Majority

Mr. Pecos, born and raised at Cochiti Pueblo, has spent much of his professional life advancing the interests of American Indian citizens at the tribal, state, and national levels. He served as the Executive Director of the NM Office of Indian Affairs for sixteen years. He became the first American Indian to be appointed as a member of the Board of Trustees for Princeton University in 1996. In 1999, he received New Mexico’s highest honor, as he was named New Mexico’s Distinguished Public Servant. Mr. Pecos has served as Chief of Staff for former Speaker of the House, Ben Lujan and Majority Whip Representative Rick Miera. For the NM 2019 Legislative Session, Mr. Pecos will oversee the staff support for Majority Leader, Representative Sheryl Williams Stapleton.

**Valuing Our Community Through Authentic Engagement**

Tony Báez
Milwaukee Board of Education and National Chair NLERAP

Dr. Báez has extensive knowledge of colleges and universities; was the former Provost and Chief Academic Officer of the Milwaukee Area Technical College (MATC) in Wisconsin, and Vice-President and dean of Faculty at Hosts Community College in the Bronx, New York’s University of New York. He is also the chair of the National Latino Evaluational Research and Policy (NLERAP); has traveled and spoken extensively on educational issues in Puerto Rico, Cuba, Mexico, Costa Rica, Spain, Panama, Colombia, Canada, Germany, and China. He plays the guitar, sings and performs Latino poetry, folklore, and songs of social justice. He regularly appears in ¡Adelante! a TV program in Milwaukee, winner of an Emmy Award on social issues in 2013, and is often interviewed in other programs. He has also spoken extensively in radio in the US and Puerto Rico.

**Honoree**

Ester Martinez
Local Champion of Language Preservation

**Housekeeping**

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- Friday Night Benefit Dance Featuring Cambalache & Wagogo — 7:00 pm SFCC Ballroom - Buy your tickets today! Use promo code: COSECH.
- Conference Evaluations

Cristina Benitez de Luna
DLeNM Board of Directors
Atrisco Heritage High School, APS
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<td>Eldorado Grand Ballroom B</td>
<td>Carolyn O’Gorman-Fazzolari § Maximizing Bilingual Spaces in Dual Language Classrooms: Exploring Instructional Strategies</td>
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<tr>
<td>St. Francis Auditorium</td>
<td>Fred Genesse § Translanguaging and Dual Language: Lo que sabemos and What we Don’t</td>
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</tbody>
</table>

**LunchTime**

**PRESENTATION**

11:45 am - 12:30 pm

**Genius Plaza**

La Fonda - Lumpkins Ballroom

Michelle Emirzian

Genius Plaza ignites the genius in every child using technology to bring the best quality education to communities around the world, especially the most underserved. Join us for a lunchtime presentation to learn more.

Pre-K - 12 Teachers, Administrators, Parents, Students
Academic Language Development
Spanish, English
<table>
<thead>
<tr>
<th>Room</th>
<th>Speakers and Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>O’Keefe</td>
<td>Erika Feinauer § Understanding the Social Network of Kindergarten Students in a Spanish-English TWI classroom in Costa Rica</td>
</tr>
<tr>
<td>Milagro</td>
<td>Antonio Caballero § <em>El Comino de Santiago: caminio de aprendizaje en español</em></td>
</tr>
<tr>
<td>Kearney</td>
<td>Adrián Pedraza § Building a National Movement of Parent Leaders</td>
</tr>
<tr>
<td>Coronado</td>
<td>Stephen Fowler § Literacy, Technology, and Blended Learning</td>
</tr>
<tr>
<td>De Vargas</td>
<td>Jill Kerper Mora § Staying True to Spanish in Spanish Language Arts Through the Common Core Standards</td>
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<tr>
<td>Peralta</td>
<td>Tracy Cordero § Community-Centered Leadership</td>
</tr>
<tr>
<td>Lamy</td>
<td>Hanna Hill § Our Language, Nossa Cultura, Nuestra identidad</td>
</tr>
<tr>
<td>Tesuque Board Room</td>
<td>Sandra González § <em>El valor de las palabras: Cómo invertir en el banco de palabras de su hijo/a</em></td>
</tr>
<tr>
<td>Pojoaque/NAMBE</td>
<td>Lilia Sarmiento § <em>El Pregonero: Lenguaje, cultura y poder</em></td>
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<tr>
<td>Ohkay Owingeh</td>
<td>Dr. Paty Abril-González § Spoken Testimonios: “Latinx Students are the Ones That Have to be Perfect”</td>
</tr>
<tr>
<td>Ballroom</td>
<td>Steve Navarre § The Power of Data - Going Beyond Compliance</td>
</tr>
<tr>
<td>Room C</td>
<td>María Isabel Zapata-Abellán § <em>Mis primeros pasos usando OCDE GLAD</em> en español</td>
</tr>
<tr>
<td>Room A/B</td>
<td>Lisa Meyer § Accelerate Student Achievement in Mathematics with AIM4S™</td>
</tr>
<tr>
<td>Chapel</td>
<td>Nathan Lommen § <em>¡Ser bilingüe vale por dos!</em> Spanish Language Acquisition While Teaching DL Mathematics</td>
</tr>
<tr>
<td>Ballroom</td>
<td>Tony Baez § How To Expand Dual Language Educational Opportunities Through the Political Process</td>
</tr>
<tr>
<td>Stíha</td>
<td>Dr. Julie Nora § Driving a New Narrative for Educational Equity and Inclusion</td>
</tr>
<tr>
<td>Terraza</td>
<td>Yvonne Freeman § Dual Language Essentials for Teachers and Administrators</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Patricia Gharrity § Sheltered Instruction in Practice</td>
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<tr>
<td>Santa Fe</td>
<td>Ivanna Mann Thrower Anderson § Successfully Supporting a Variety of DL/I Programs</td>
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<tr>
<td>Exchange</td>
<td>Lisa Harmon-Martínez § Building Collaboration and Collegiality Across Languages</td>
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<tr>
<td>Zuni Ballroom A</td>
<td>Rosa Molina § Leading for Excellence in TWBI/DL Education</td>
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<tr>
<td>Tesuque</td>
<td>Billie Mathews § Use What Matters to Solve Mathematical Word Problems</td>
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<tr>
<td>Acoma North</td>
<td>Blanca Chapa § <em>Descubre la lógica de los acentos ortográficos en el idioma español</em></td>
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<tr>
<td>Acoma South</td>
<td>Ana Arroyo § They’re All OUR Students: Bridging the Linguistic Divide</td>
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<tr>
<td>Chaco East</td>
<td>Annette Acevedo § Giving Back to our Community by Shaping the Leaders of Tomorrow: Equity through Dual Language</td>
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<tr>
<td>Chaco West</td>
<td>Karena Valiquette § Identifying Students with Disabilities in Dual Language Programs</td>
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</table>
La Cosecha 2018 • Santa Fe, New Mexico
viernes, el 16 de noviembre de 2018 • Friday, November 16, 2018
Concurrent Sessions 1:10 pm - 2:40 pm

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<tr>
<th>Location</th>
<th>Speaker(s)</th>
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<tbody>
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<td>Palace Ballroom A</td>
<td>Melissa Haley</td>
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<tr>
<td>Palace Ballroom B</td>
<td>Rachel Gersh</td>
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<tr>
<td>Rivera A</td>
<td>Eddy Diaz Souza</td>
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<tr>
<td>Rivera B</td>
<td>James Lyons</td>
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<tr>
<td>O'Keefe</td>
<td>Lucia Buttaro</td>
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<tr>
<td>Lamy</td>
<td>Van Meade</td>
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<td>Meem</td>
<td>Dana Hardt</td>
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<td>Anasazi - North</td>
<td>Joan LaChance</td>
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<td>Anasazi - South</td>
<td>M Beatriz Arias</td>
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<tr>
<td>Zia A</td>
<td>Olga Martinez</td>
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<tr>
<td>Zia B/C</td>
<td>Joel Lavin</td>
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<td>DeVargas</td>
<td>Erika Fredrickson</td>
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<td>Chapel</td>
<td>Heather Riley</td>
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<tr>
<td>Eldorado Grand Ballroom A</td>
<td>Pauline Gibbons</td>
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<tr>
<td>Eldorado Grand Ballroom B</td>
<td>Silvia Dorta-Duque de Reyes</td>
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<tr>
<td>St. Francis Auditorium</td>
<td>Elena Izquierdo</td>
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</table>

Achievement Inspired Mathematics for Scaffolding Student Success
Offered by Dual Language Education of New Mexico

What is AIMS3™? Achievement Inspired Mathematics for Scaffolding Student Success (AIMS3™) is a framework of instructional components that shelter mathematics content to make it comprehensible and accessible to all students, with a specific focus on English language learners (ELLs) and academic language learners (ALLs). AIMS3™ supports CCSSM implementation and can be used with any mathematics program or curriculum for students in kindergarten through middle school. This framework provides strategies to allow students to own the language, to be able to access the knowledge, and to be fluent in demonstrating their understanding. It also deepens teachers’ mathematical understanding and curricular knowledge. To learn more, check out these great presentations during this year’s La Cosecha, visit us on-line at www.aims3cubed.dlenm.org, or email lisa@dlenm.org.

Thursday, November 15
Scaffolding Mathematics in the Middle School Classroom
1:10 pm - 2:40 pm, First Presbyterian - Room A/B

AIMS3™ School Wide: Reflection on Positive Impacts toward Achievement
3:00 pm - 4:30 pm, First Presbyterian - Room A/B

Friday, November 16
What Makes Math PD Work? Looking at it Through a Teacher’s Lens
10:00 am - 11:30 am, First Presbyterian - Room A/B

Accelerate Student Achievement in Mathematics with AIMS3™
1:10 pm - 2:40 pm, First Presbyterian - Room A/B

Saturday, November 17
Working Problems from the Inside Out: Putting Students and Real-World Application at the Center
9:40 - 11:10 am, La Fonda - New Mexico
### La Cosecha 2018 - Santa Fe, New Mexico

**viernes, el 16 de noviembre de 2018 • Friday, November 16, 2018**
**Afternoon Concurrent Sessions 3:00 pm – 4:30 pm**

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<tr>
<th>Location</th>
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<tbody>
<tr>
<td><strong>O'Keefe</strong></td>
<td>Abigail Santos § Problem-Posing English Teachers in a Mexican Youth Prison:</td>
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<tr>
<td></td>
<td>Critical Lessons for Language Teachers</td>
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<tr>
<td><strong>Milagro</strong></td>
<td>Morgan De Pree § La carta: El arte perdido</td>
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<tr>
<td><strong>Kearney</strong></td>
<td>Analleli Muñoz § Introducción al marco de los estándares del desarrollo del</td>
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<td></td>
<td>lenguaje español de WIDA</td>
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<tr>
<td><strong>Coronado</strong></td>
<td>Viviana Hall § Diseño de centros para instrucción diferenciada en el salón</td>
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<td>bilingüe</td>
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<tr>
<td><strong>De Vargas</strong></td>
<td>Kelly Bradley § Explicit and Systematic Phonics Instruction</td>
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<tr>
<td><strong>Peralta</strong></td>
<td>Florence Acque § Student Engagement &amp; Motivation</td>
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<tr>
<td><strong>Lamy</strong></td>
<td>Victoria Albright § Talk is Necessary Scaffolding for Academic Language</td>
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<tr>
<td><strong>Tesoque Board Room</strong></td>
<td>Olimpia Bahena § The Power of Collaboration</td>
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<tr>
<td><strong>Pojoaque/NAMBE</strong></td>
<td>Lisbeth Woodington § Vocabulary Development Through CGI Math Warm-Ups</td>
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<td><strong>Ohkay Owingeh</strong></td>
<td>Michele Rewold § Question Formulation Technique</td>
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<th>Location</th>
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<tbody>
<tr>
<td><strong>Room C</strong></td>
<td>Jesse Winter § Using OCDE Project GLAD® to Teach Critical Literacy and Social</td>
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<td>Justice</td>
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<tr>
<td><strong>Room A/B</strong></td>
<td>Ashlyn Patton § Si se puede! You CAN Engage Language Learners in Quality</td>
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<td>Mathematical Thinking and Talk!</td>
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<tr>
<td><strong>Chapel</strong></td>
<td>Katie Vázquez § Increasing Oracy</td>
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<th>Location</th>
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<tbody>
<tr>
<td><strong>Ballroom</strong></td>
<td>Christina Leyva § Despertando las voces de los maestros de doble idioma</td>
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<tr>
<td><strong>Stitha</strong></td>
<td>Dr. Julie Nora § Art as a Way of Talking for Emergent Bilingual Youth</td>
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<tr>
<td><strong>Terraza</strong></td>
<td>Victoria Tafoya § CLAVES™ Best Practices in Schools to Support Culturally</td>
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<td>and Linguistically Diverse Students</td>
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<tr>
<td><strong>New Mexico</strong></td>
<td>Isabel Regidor-Aranzueque § Poetry in the Dual Language Early Childhood</td>
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<td>Classroom: Creating Interactive Learning Tools</td>
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<tr>
<td><strong>Santa Fe</strong></td>
<td>Minea Armijo § Descolonizar, Re-examining Curriculum/Language Practices</td>
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<td>Through the Trenza Framework</td>
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<tr>
<td><strong>Exchange</strong></td>
<td>Melissa Navarro § Ciencias: Demostación y discusión de una unidad de circuitos</td>
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<td>eléctricos de nivel primaria/segundaria</td>
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<tbody>
<tr>
<td><strong>Zuni Ballroom A</strong></td>
<td>José Montelongo § Teaching Cognate Morphology and Spelling Rules Through</td>
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<td>Picture Books</td>
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<td><strong>Tesoque</strong></td>
<td>Isai Navarrete § ¿Qué es el autismo?</td>
</tr>
<tr>
<td><strong>Acoma North</strong></td>
<td>Patricia Williams § Special Education Identification and Services for EL</td>
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<td></td>
<td>Students in a Dual Language Program</td>
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<tr>
<td><strong>Acoma South</strong></td>
<td>Nina Williams § Collaborative Toolbox: Using Research and Discussion to</td>
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<td>Deepen Understanding</td>
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<tr>
<td><strong>Chaco East</strong></td>
<td>Idalina Orta § Expansion of Dual Language in Broward County Public Schools</td>
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<tr>
<td><strong>Chaco West</strong></td>
<td>Laura Maria Chapa Moreno de Guerra § Estaciones independientes de lectoescritura</td>
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<td>en español para primeros lectores (lectores emergentes)</td>
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Contextualized Learning for Access, Validation, Equity and Success – CLAVES™
Offered by Dual Language Education of New Mexico

“CLAVES™ training has elevated teacher understanding of the components or pathways of sheltered instruction. In the classrooms this year there was much more specific focus on language than in previous years.” — Debbie Westbrook, Principal Lockwood Elementary School, Clovis, New Mexico

“I have been in many collaborative groups over the years ... and this year’s has been very productive. I never wanted to ditch it, or find an excuse for not attending ... The VISITAS™ experience was a good learning opportunity. The protocol for debriefing after the visits was educational and made teachers (including me) think about our strategies and how to improve, whether we were new or veteran teachers.” — Rio Grande High School Teacher, Albuquerque, New Mexico

“My favorite group activity was the consensus frame because it was fun, and the topics were more real-life relatable. I also liked how we could (express) our own opinions and what we thought about the topic.” — Rio Grande High School 9th grade student, Albuquerque, NM

“All of the eight pathways are needed to teach both content and language. They all flow together” — Comment from CLAVES™ Days 3 & 4 Evaluations, August 2017

For more information about CLAVES™ visit us online at www.dlenm.org or email victoria@dlenm.org.
Developing Authentic Biliteracy with Multicultural & Interdisciplinary Strategies in Early Learning

O'Keefe
Jonathon Ruiz | Director of Business Development, Velaquez Press, CA
Arthur Chou | Managing Member, Velaquez Press, CA

Early learners require interdisciplinary strategies that capitalize on native and second language skills in order to become biliterate, bilingual, and global citizens. In this workshop we will help Pre-K and K teachers understand what is authentic biliteracy development and to identify how we as educators can implement the development of both authentic Spanish and authentic English while introducing multicultural reading material. Attendees will participate in exercises and leave with a good idea how to foster successful and authentic biliteracy.

Pre-K - K I Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development /Teaching for Transfer

Lenguaje Incluyente
Milagro
Martha Beatriz Mata | Assistant Director, CILAC FREIRE, MX
Francisco Lagunas | Promotion Assistant, CILAC FREIRE, MX

A lo largo de la historia, el lenguaje ha determinado factores que influyen en la manera en que nos comunicamos, nombramos personas, animales, cosas, ideas, entre otras. Sin embargo, algunas de esas que podrían ser "correctas", no lo son desde un punto de vista plural e incluyente, ya que hay palabras o expresiones que siguen reforzando los estereotipos sobre el género y continúan discriminando a sectores de la sociedad sin ser conscientes de esta segregación a través de la lengua. El propósito de esta charla es compartir, desde nuestra experiencia en la enseñanza del Español como segunda lengua en CILAC FREIRE, las diferentes formas en las que el Español vivo ha ido evolucionando para sensibilizarnos a usar un lenguaje incluyente.

Pre-K - K I Teachers, Students, Professors
Indigenous Language One-Way Programs, Socio-Cultural Responsiveness
Spanish

Guiding Principles Classroom Reflection Tool for Teachers
Kearney
Kris Nichols | Ph.D., California Association for Bilingual Education, CA
Rubí Flores | Professional Development Services, California Association for Bilingual Education, CA
Cristina Alfaro | Ph.D. | Professor & Chair, Dual Language and English Learner Education Department, San Diego State University, CA

Have you ever wanted to reflect upon your classroom practice using the lens of the Guiding Principles for Dual Language Education? Come learn about a teacher-reflection tool that has been created for just this purpose, using the Key Points that are linked to classroom practice to reflect upon your current practice and set goals for moving to the next level!

Pre-K - K I Teachers, Administrators, Researchers
DLE Program Development: Early Childhood/Elementary/Secondary

Global Learning Networks: Connect Your Classroom to the World
Coronado
Kristin Brown | Director, Rights and Opportunities Foundation, CA
Amanda Flores | TWBI Educator, ATDLE, CA
Enid Figueroa | Co-director, IEARN-Orillas, PA

How can dual language educators strengthen student’s global competence? Learn how to amplify students' cultural, linguistic, and intellectual resources through global project-based learning. See examples from the Orillas and IEARN global networks in which K-12 students use their first and second languages for cultural sharing and collaborative critical inquiry with partner classes around the world.

K - 12 | Teachers
Common Core State Standards Alignment, Socio-Cultural Responsiveness

English

Bridging the Language Gap and Promoting Bilingualism, Biliteracy, and Biculturalism
De Vargas
Betsy Arnold | Literacy Consultant, Vista Higher Learning/Santillana USA, TX

Heritage Spanish speakers can communicate orally with greater ease than their classmates learning Spanish for the first time. Some heritage speakers cannot write or use academic or more complex language at the same level of proficiency as they can speak the language. To widen and enrich their knowledge, this workshop will explore activities to promote critical thinking skills; promoting bilingualism and biculturalism through the practice and mastery of academic language and communicative skills within the Hispanic cultural and social framework.

7 - 12 | Teachers
Academic Language Development

English

An Emerging Framework for Supporting Tribal Communities on Their Journey Toward DL Programming (PART II)
Peralta
Patrick Werito | Coordinator of Tribal Initiatives, Dual Language Education of New Mexico, NM
Victoria Tafoya | Director of Operations, Dual Language Education of New Mexico, NM
Danielle Martinez | Assistant Principal, Kha'pi' Community School, NM

This session is a continuation from Thursday’s session on a draft framework that has emerged that honors the community voice and provides a strong community vision for schools moving forward in implementing an Indigenous-language program. In this session, space will be provided for participants to contribute to the draft framework.

Pre-K - K I Teachers, Administrators, Parents, Students
DLE Program Development: Early Childhood/Elementary/Secondary, Indigenous Language One-Way Programs

English
Los descriptores Podemos: Usos clave del lenguaje académico en español

Lamy
Analleli Muñoz | Teacher, WIDA, WI

Este taller utiliza un enfoque interactivo y práctico para introducir Los descriptores Podemos: Usos clave del lenguaje académico en español de WIDA. Por medio de la aplicación, los participantes reflexionarán sobre su práctica actual para determinar formas de aprovechar los estándares de WIDA y los recursos, tales como Los descriptores Podemos.

K - 12 | Teachers, Administrators, Students
DLE Program Development: Early Childhood/Elementary/Secondary, Academic Language Development
Spanish

El desarrollo de identidades académicas en el contexto de un programa de lenguaje dual

Tesuque Board Room
Jesús Díaz | Teacher, U-46, IL

El Distrito Escolar U-46 en Elgin, IL, estableció el Programa de Lenguaje Dual en el séptimo grado durante el año académico 2016-2017. El mismo destaca tres ideas fundamentales: 1) elevar el estatus del idioma español como lengua minoritaria en Estados Unidos, 2) utilizar el español y el inglés para desarrollar destrezas de lecto-escritura, y 3) estudiar las reglas sociolingüísticas del español.

7 - 12 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development: Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
Spanish

Teaching for Biliteracy

Pojoaque/NAMBE
Iris Ornelas | Dual Language Consultant, Independent, TX
Adriana Bermea | Bilingual Coordinator, Southside ISD, TX
Manuel Ornelas | Principal, Southside ISD, TX

This presentation will focus on how to use the interdisciplinary approach to teaching non-transferrable skills in English and Spanish. We will share how to plan a variety of opportunities to engage students in metalinguistic discussions about language.

K - 12 | Teachers, Administrators
Academic Language Development, Biliteracy Development /Teaching for Transfer
Spanish, English

La Maleta - Honoring the Richness our ELLs and SLLs bring to our Classrooms

Ohkay Owingeoh
Luzdivna Lozano | Director, IDEA Public Schools, TX

Every day, students enter our classrooms carrying a ‘suitcase’. This session will begin with a reading of ‘La Maleta’, a symbolic autobiography of a young English language learner. As audience members connect with the symbolism in the story, they will understand not only how they may have unintentionally asked a student to leave their ‘maleta’ at the door, but how they might have had to leave theirs at the door too. Participants will leave with tools they can use in their schools to honor everyone’s ‘maleta’.

Pre-K - 12 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
English

Writing Social Justice Songs with Our Students

Ballroom
Xochitl Flores | Cambalache, CA
César Castro | Cambalache, CA

Social justice music is a wonderful medium for teaching rights, responsibilities, and political engagement. Xochitl and César, founding members of Cambalache, will demonstrate how to create and perform social-justice songs with your students. Come join these wonderful teachers and activists for a unique workshop that is bound to change your way of teaching.

6 - 12 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
Spanish, English
The Key Components of Language Instruction for Newcomers

Room C
Terese Rand Bridges | Instructional Coach, APS/Language & Cultural Equity, NM

This workshop will present English language development activities that match the key components of contextualized instruction for newcomers and refugees. These students need carefully designed activities that encourage their oral language development. Activities will include language frames, graphic organizers for writing, and ways to make literature and informational text engaging and accessible.
K - 12 Teachers, Researchers, Students
Sheltering Content, Biliteracy Development, Teaching for Transfer
English, Spanish

What Makes Math PD Work? Looking at it Through a Teacher’s Lens

Room A/B
Evelyn Chávez | Professional Development Coordinator, Dual Language Education of New Mexico, NM
Lucia Tenia | Teacher, Kit Carson Elementary School
Mirna González | Adobe Acres ES, Albuquerque, NM
Emilia Hernández | Teacher, Dolores Gonzales, Albuquerque, NM
Jamie Shell | Teacher, Janet Khan School of Integrated Arts, Albuquerque, NM

AIM453™ is a powerful framework used in traditional and DL classrooms that has been proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our teacher panel discuss how AIM453™ has impacted their classroom instruction, as well as what needs to be in place for PD to be successful. This presentation will include challenges, successes, and recommendations for teacher leaders and administrators who are responsible for professional development in their school or district.
K - 12 Teachers, Administrators
Sheltering Content, STEM/Integrating Technology Education
English

AVID y GLAD®: ¡Aún mejor, juntos!

Chapel
Ryan Palmer | Teacher, Harrison Middle School, NM

Los programas de AVID y OCDE Project GLAD® se diseñaron para ayudar a nuestros alumnos a desarrollar sus destrezas de aprendizaje lingüístico y de lecto-escritura. Ya que tienen metas similares, tiene sentido que los dos programas se complementen. Esta presentación se concentrará en las estrategias de AVID que mejor pueden apoyar a los alumnos de GLAD® a desarrollar sus destrezas académicas en los cuatro dominios de la lengua.
S - 120 Teachers
Academic Language Development
Spanish, English

Panel: Expanding Dual Language Educational Opportunities Through the Political Process

Ballroom
Tony Baez | Educational Consultant, Consultant to DiEdNM, WI
Rick Miera | NM Representative, NM House of Representatives, NM

Education and political leaders will discuss committed engagement in the political processes. We must elect public office policy-makers that establish DLE as a core educational program and strategy for the highest achievement. We need DLE supported by a quality and sufficient bilingual teacher force; a high learning and culturally rich curriculum; and quality instructional resources, led by a committed leadership at all levels in our community advocating good learning for all. Come learn how you can strengthen and expand dual language education!
Pre-K - Higher Education | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy and Advocacy
English

Dual-ly Teched Out

Stíha
Laila Ferris | Principal, Mesita ECDC/Elementary School, El Paso ISD, TX
Viviana Favela | Teacher, Mesita ECDC/Elem School, El Paso ISD, TX
Dora Robles | Teacher, Mesita ECDC/Elem School, El Paso ISD, TX

Tech’ it out in your DL classrooms by engaging your students in Spanish/English through technology. Excite their learning as they grow digitally and ‘dual-ly’ confident, through websites and Apps that will engage student learning, especially through PBL. Learn how these tech-infused and interactive strategies have been used in the Connecting Worlds/Mundos Unidos Two-Way DL GT Magnet Program.
K - 32 Teachers, Administrators, Parents, Other: Instructional Coaches
Academic Language Development, STEM/Integrating Technology Education
Spanish, English

Implementation and Sustainability of a Dual Language Program for Student Success

Terraza
Alicia Alvarez-Caldéron | Director of ELL Programs, North East Independent School District, TX

We will share practices to implement and sustain an effective dual language program. These will help administrators implement, revamp, or sustain dual programs. To ensure student success, administrators need to collaborate with other departments, demonstrate strong leadership, and build credibility and trust among stakeholders. Participants will have the opportunity to have discussions and reflect on different components for implementation and sustainability.
Pre-K - 12 Administrators, Researchers
Leadership, Policy and Advocacy
English
Inquiry Through Apprenticeship: Emergent Bilinguals Taking the Stances of Experts

**New Mexico**

Mario Palma | Vice President of Multilingual Teaching and Learning, American Reading Company, NY
Amelia Van Name Larson | Vice President, Innovations and School Supports, American Reading Company, PA
Dr. Lucia Menzinger | Vice President Spanish Multilingual Curriculum Assessments, American Reading Company, PA

As the benefits of integrating language, content, and literacy instruction for language learners become clearer, teachers need support with systems for successful integration. The CCSS and NGSS pose unique opportunities for language negotiation and use by EBs. In this session, participants will review the benefits of such integration, establish consensus regarding systemic components necessary for student success, and experience a demonstration lesson from a thematic research unit.

PLANNING IN A PAIRED-LITERACY MODEL: WHAT DO I TEACH IN SPANISH AND WHAT DO I TEACH IN ENGLISH?

**Santa Fe**

Jody Slavick | Ph.D. Candidate/Graduate Research Assistant, Literacy Squared/BUENO Center/CU Boulder, CO
Elizabeth Silva Diaz | Ph.D. Candidate/Graduate Research Assistant, Literacy Squared/BUENO Center/CU Boulder, CO

When beginning to plan a paired-literacy unit, it can be challenging to make decisions on what to teach in Spanish and what to teach in English. This session will provide teachers with a set of questions that will help guide them in their decision making. Several examples will be shared from units plans designed using the Literacy Squared Framework. A prior, basic understanding by participants of paired literacy for simultaneous bilingual students is recommended.

**Empowering Dual Language Teachers via Online Professional Development Modules**

**Exchange**

Ivanna Mann Thrower Anderson | Education Consultant, NC Department of Public Instruction, NC
Dr. Joan Lachance | Assistant Professor TESL, University of NC Charlotte, NC

This interactive session showcases a state-level initiative to support practicing DL/I teachers via online training modules. The modules were developed by the NC State Education Agency as part of the EL Support Team and, are aligned with the WIDA Standards. Information will be shared with participants, including creative ways to fund such projects. Session highlights include demonstrations with the modules’ content focusing on classroom methods.

**How the New Science of Development and Learning Supports Children Learning Multiple Languages**

**Zuni Ballroom A**

Eugene Garcia | Professor Emeritus, Arizona State University, AZ
Erminda Garcia | Retired, Educational Consultant, AZ

The presentation will focus on recent findings and implications from the science of development, learning, and instruction related to DLLs, including a summary from the United States National Research Council of the National Academies of Science Engineering and Medicine consensus study, Promoting the Educational Success of Children and Youth Learning English: Promising Futures. From this science, and our extended experience in classrooms, non-negotiable practices must be implemented in every classroom with augmented support at the school and district level.

**Supporting Struggling Bilingual Students Through Culturally and Linguistically Responsive Teaching**

**Tesuque**

Vanessa Santiago Schwarz | Research Associate, The University of Colorado at Boulder, CO

This presentation shares information about how teachers at a dual language elementary school supported struggling emergent bilingual students through culturally and linguistically responsive teaching. Examples include constructing ethnic identity, use of bilingual and multicultural texts, and encouraging translanguaging practices. Fifth-grade students were able to access grade-level content.

**The Impact of Immigration and Policy on Immigrant Students — The K-12 Perspective**

**Acoma North**

Laura DuVernois | Teacher, Silva Health Magnet, TX

The audience will receive information with regards to immigrant students (sanctioned and unsanctioned entry) in the United States as the influx on the border continues and extends to the rest of the nation and its school systems. The audience will learn information on the rights of this student population and the responsibility of representatives at individual school districts. How are benefits of education impacted by immigration status as they enter public K-12 and its pipeline to higher education. Audience will learn updates on DACA.
Key Practices for Leaders of Dual Language Immersion Programs

**Acoma South**
Dr. Nancy Hong | Coordinator, Foreign Language Academies of Glendale, CA
Dr. Kelly King | Assistant Superintendent, Glendale Unified School District, CA

Effective administrators are crucial to supporting and sustaining successful dual language immersion programs. Their leadership must be tailored to meet the needs of the program and its stakeholders. Having a strong understanding of the research and demonstrating the tenets of transformational and instructional leadership are foundational to the success of the program and schools. This session will highlight the characteristics and practices that are necessary for principals and district administrators who lead dual language immersion programs.

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

Socio-Cultural Implications of Teaching Social and Emotional Learning

**Chaco East**
Soraya Gomes | Social Worker, International Charter School, RI
Isaura Cortes | Special Education Teacher, International Charter School, RI

Social and emotional learning has been correlated to improved academic achievement. However, schools struggle to develop and implement a program that meets the needs of a diverse population (students, parents, and staff). This program will highlight some practical ways in which this can be done by celebrating all aspects of diversity.

Pre-K-12 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Socio-Cultural Responsiveness
English

Teaching Grammar and Vocabulary Using Mentor Text

**Chaco West**
Graciela Chávez | Associate Principal, Lauderdale, J. Calvin Elementary, CA

To be able to build critical readers and writers, we must enrich our vocabulary and language development. The Common Core Language Standards require teachers to understand how language works within the context of students’ learning in all content areas. Because of this, teachers need to know how to explicitly teach these standards and strengthen the academic discourse. This workshop will show how to instruct students using mentor text throughout the school day to enhance language and vocabulary in both languages (English & Spanish).

K-6 | Teachers
Common Core State Standards Alignment, Academic Language Development
English

Literacy Squared*: Meaningful Integration of Word Work in Beginning Literacy & Beyond

**Palace Ballroom A**
Olivia Ruiz-Figueroa | Consultant, Bueno Center for Multicultural Education at the University of Colorado at Boulder, CO

When teaching literacy in two languages, teachers must be efficient and direct in their instruction. This session provides a framework for teaching phonics and word work within meaningful reading/writing activities. This framework will also assist teachers in making connections across languages. Lessons and activities will be provided and participants will experience lessons that move from Pre-K through fifth grade helping students evolve in both languages.

Pre-K-6 | Teachers, Administrators, Students
DLE Program Development Early Childhood/Elementary/Secondary, Bilingual Development/Teaching for Transfer
English

Sing and Sign / Cantar y hacer señas

**Palace Ballroom B**
Dr. Mike Longoria | Retired Educator, Consultant, TX

Singing along to songs with cognates while integrating ASL signing are powerful and engaging multi-sensory experience that make teaching and learning three languages fun and exciting for ALL children. Songs promote long-term retention and accelerated learning while the kinesthetic integration of ASL signing promotes focus and concentration which makes this learning experience powerful while bringing joy back to education.

Pre-K-2 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Academic Language Development
Spanish, English

Promoting Homework in a Dual Language Classroom

**Rivera A**
Terri Stockberger | Teacher, Valley View Elementary, NM
Veronica Morales | Dual Language Teacher, Las Cruces Public Schools, NM

Practicing skills at home is part of every students’ journey in learning, but promoting homework in a dual language classroom presents a unique challenge. “I don’t understand the Spanish homework”. ... "No entiendo las tareas en inglés". ... "I don’t have the things I need at home to do my homework". Learn how our school has tackled these challenges to encourage homework participation for all our dual language students.

K-5 | Teachers, Parents, Students
Family and Community
English
Predicaments of Cohortal Advocacy in a Dual Language School in Massachusetts

Rivera B
Ana Solano-Campos | Professor, University of Massachusetts-Boston, MA

This session draws from a year-long ethnography in a dual language school in Massachusetts. Participants will learn about the predicaments that dual language educators faced in their efforts for coalition and advocacy for dual language, as the state transitions out of English-Only legislation that lasted for over 15 years.

K-8, Higher Education | Teachers, Administrators, Researchers

Leadership, Policy and Advocacy, Research

English

3-2-1 Engage!

O’Keefe
Jerusha Hunt | Teacher, Wiggs MS/El Paso ISD, TX
Jesus Gómez | Secondary Dual Language Facilitator, El Paso ISD, TX

Do you need ideas about parent engagement? Would you like to host training sessions and events but aren’t sure where to start? This session is for you! Participants will walk away with a variety of ideas about the different types of events that might appeal to a middle school audience. Find out how to create parent training that will help parents advocate and support your dual language program!

6-8, Teachers, Parents
Leadership, Policy and Advocacy, Family and Community
Spanish, English

Digital Literacies to Develop Writing Skills of Latino Emergent Bilinguals in English and Spanish

Lamy
Laura Ramos | Student, University of Texas Rio Grande Valley, TX

In this session, insights of a case study in a dual language classroom will be shared. Participants will learn how to utilize digital literacies in specific multimodal writing to develop literacy by embedding academic language, content-area knowledge, and technology. Students’ writing samples, as well as teacher input, will be shared. Also, participants will receive a planning table to design their writing tasks according to their grade level.

2-5, Teachers, Administrators, Students
STEM/Integrating Technology Education, Research

English

The Literacy Club: An Intervention Revised for the Classroom Teacher

Meem
Dr. Kathryn Henn-Reinke | Professor, University of Wisconsin Oshkosh, WI

The Literacy Club is a Response to Instruction and Intervention (RtI2) initiative aimed at English/bilingual learners in ESL, bilingual, or dual language programs who struggle with literacy development in English and/or Spanish. The intervention emphasizes oracy and literacy development through small-group sessions that include meaningful learning experiences, high-level skill and strategy development, and ongoing assessment. This intervention has been expanded for use by classroom teachers.

K-5, Higher Education | Teachers, Administrators, Parents, Researchers
Academic Language Development, Biliteracy Development, Teaching for Transfer

English

“Powerful!” —Sonia Nieto

“Teachers are uniquely placed to support undocumented students facing adverse circumstances and to challenge the narrative of immigrant criminality in the public sphere. This book should help enable them to do both.”

—From the Foreword by Aviva Chomsky

Teachers as Allies offers teaching strategies and the needs of DREAMers and undocumented youth as they move through their K-12 and college education, as well as a broad range of curriculum connections and resources.

Royalties from the sale of this book will go to United We Dream.

PRESENTATION:
Culturally Responsive Leadership, Policy & Advocacy: Why Does It Matter?
Thursday, November 15, 3:00–4:30
Kearney Room, Santa Fe Convention Center (SFCC)
Elisa Sánchez Gosnell

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OCDE Project GLAD® en español

Anasazi - North
Diana Hernández | Coordinator, Orange County DOE, CA
Omar Guillén | Instructional Services, Coordinator, OCDE, CA

OCDE Project GLAD® en español is a professional development model dedicated to building academic language and literacy skills in content areas for language learners. This session will provide an overview of the model and next steps for Project GLAD® en español. We will focus on three key instructional strategies which will strongly support language development, transfer, and literacy within a dual language setting. We will explore application in a biliterate environment where the target language is Spanish.

K-6 | Teachers, Administrators, Parents, Students
Biliteracy Development/Teaching for Transfer
Spanish, English

Abordando la lectoescritura en español K-8

Anasazi - South
Gabriela Ramírez | Teacher, Albuquerque Public Schools, NM
Mirlé Hernández | Bilingual Resource Teacher, Language and Cultural Equity, NM

Esta presentación bilingüe se enfocará en las mejores prácticas para la lectura y el análisis de la literatura en español (K-8), además de escribir ensayos críticos utilizando como base los estándares estatales de Common Core en español. Estas estrategias no sólo capacitarán a los estudiantes para analizar la literatura en español, sino que también utilizarán mapas conceptuales y citas bibliográficas para abordar los estándares actuales de lectura y escritura en español.

K-8 | Teachers, Administrators, Parents, Students
Biliteracy Development/Teaching for Transfer, Socio-Cultural Responsiveness
Spanish

“Competencias comunicativas”: Instruction for Purposeful Communication in Mexico and U.S. Classrooms

Zia A
Diane Shaken Taboada | Teacher, Mt. Diablo Unified School District, CA
Dr. Jill Kerper More | Professor Emeritus, San Diego State University, CA

This presentation examines parallels between Common Core English/Spanish Language Arts Standards, California ELD/SLD Standards, and the Mexico National Reading Program. We present a set of purposeful language and literacy tasks built on a theoretical framework which emphasizes students' communicative competence, as articulated in Mexico and the U.S. and informed by a mixed-method research study.

Pre-K | Teachers, Administrators, Researchers
Biliteracy Development/Teaching for Transfer, Research
Spanish, English

Lectura guiada: planificación, instrucción y evaluación

Zia B/C
Maureen Hughes | Director, Somerville Public Schools, MA
Aileen Martinez | Grade 1 Spanish Teacher, Somerville Public Schools, MA
Julie Allen | Grade 1 English Teacher, Somerville Public Schools, MA

Este taller describe cómo aprovechar el aprendizaje de los estudiantes durante la instrucción de grupos pequeños mediante el monitoreo continuo de los datos de evaluación. Describimos cómo identificamos los puntos de enseñanza a partir de los resultados de los estudiantes y cómo creamos grupos pequeños combinando la lectura guiada, las estrategias de aprendizaje y conferencias para satisfacer las necesidades únicas de los estudiantes bilingües. Los participantes se irán con estrategias específicas y un paquete de herramientas.

K-2 | Teachers
DLE Program Development Early Childhood/Elementary/Secondary, Academic Language Development
Spanish

The Secret Language of Success: Analyzing African American Student Achievement in DL/I Programs

DeVargas
Jillian La Serna | Administrator, Carrboro Elementary School, NC

This presentation will delve into instructional practices that are beneficial for all students but nonnegotiable for ensuring closure of the achievement gap. We will examine high-yield pedagogical practices used in two-way immersion programs and discuss how these can become an instructional focus for addressing the achievement gap for African American students in dual language programs.

K-5 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Research
English

Canciones y juegos para niños

Chapel
Stanley A. Lucero | CABE Membership Consultant, Retired Bilingual Teacher, CA
Yolanda M. Lucero | Retired Educator, Lucero's Music, CA

Nuestra herencia musical de canciones y juegos representa nuestra cultura y se ha sobrevivido por generaciones de niños. Por medio de la música los niños amplían su reconocimiento de su misma cultura y los estudiantes aprendiendo español llegan a respetar otra cultura.

Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Higher Education | Teachers, Parents
Socio-Cultural Responsiveness
Spanish
Music and Movement to Enhance Bilingualism in Early Childhood and Elementary School Programs.

**Eldorado Grand Ballroom A**

Dr. Gilberto D. Soto | Professor of Music Education, Texas A&M International University, TX

The main purpose of this presentation is to provide principles and strategies for relating music to the expressive and developmental needs of children from bilingual early childhood programs, including preschool through early elementary school. The objective is that you will be able to understand, plan, and execute music experiences with young children linked with bilingualism. This is a 100% hands-on presentation, so be ready to sing, move, and dance from beginning to end.

Pre-K - 3rd Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Bilingual Education, Teaching for Transfer
Spanish, English

Maximizing Bilingual Spaces in Dual Language Classrooms: Exploring Instructional Strategies

**Eldorado Grand Ballroom B**

Carolyn O’Gorman-Fazzolari | Lecturer, Southwestern College, CA

Dual language teachers have the responsibility of developing students’ bilingual and biliteracy competencies. To do this, they must understand how to maximize language use during instructional time. Bilingual and monolingual instructional options and strategies will be presented with in-depth practical applications for teaching and learning in dual language classrooms.

Pre-K - 3rd Teachers, Bilingual Development, Teaching for Transfer, Research
Spanish, English

Translanguaging and Dual Language: Lo que sabemos and What we Don’t

**St. Francis Auditorium**

Fred Genesse | Professor, McGill University, QC
Liz Howard | Professor, University of Connecticut, CT
Rosa Molina | Executive Director, Association of Two-Way & Dual Language Education, CA

Five members of the National Dual Language Forum (NDLF) Advisory Committee will engage the audience in a discussion of the role of translanguaging in a dual language framework. Participants will have an opportunity to explore the research around translanguaging, and provide feedback that will inform future NDLF projects regarding translanguaging.

Pre-K - 3rd Teachers, Administrators, Parents, Researchers, Other: professors of teacher preparation
Academic Language Development, Socio-Cultural Responsiveness
English

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Understanding the Social Network of Kindergarten Students in a Spanish-English TWI classroom in Costa Rica

O’Keefe

Erika Feinauer | Associate Professor, Brigham Young University, UT
Elizabeth Howard | Associate Professor, University of Connecticut, CT
Elena Sada | Associate Professor, University of Connecticut, CT

We examined the friendship network of kindergarten students in a Spanish-English TWI program in Costa Rica. Students were asked to identify their friends in the class and describe characteristics of good friends. Using social network analysis (SNA), we describe the friendship network and explore the role of language, gender, and nationality. Implications for using SNA to inform attainment of the third goal of dual language education will also be discussed.

K-1 Teachers, Researchers
Research, Socio-Cultural Responsiveness
English

El Camino de Santiago: camino de aprendizaje en español

Milagro

Antonio Caballero | Education Office-Embassy of Spain, NM

Desde la Edad Media, los peregrinos del Camino de Santiago lo han hecho por razones religiosas, espirituales, turísticas, etc. Sin embargo, la experiencia de El Camino puede ser también una experiencia de aprendizaje de la lengua y cultura española y de otras disciplinas en español. En esta presentación exploraremos El Camino de Santiago como una propuesta de aprendizaje en español.

K-12 | Teachers, Administrators, Parents, Students
DLE Program Development Early Childhood/Elementary/Secondary, Academic Language Development
Spanish

Building a National Movement of Parent Leaders

Kearney

Adrián Pedroza | Director, Abriendo Puertas/Opening Doors, NM
Zully A. Rodríguez-Mejía | Parent Organizer, Partnership for Community Action, NM

Abriendo Puertas/Opening Doors is the nation’s first evidence-based parent leadership training program designed by and for Latino parents with children ages 0-5. Join us to hear stories of impact and learn about using a two-generation approach to support parents as their child’s first and most influential teacher and advocate. You will see how AP/OD addresses the ‘opportunity gap’ that creates barriers for many Latino, lower income, and immigrant children.

Pre-K | K-1 Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary, Family and Community
Spanish, English

Literacy, Technology, and Blended Learning

Coronado

Stephen Fowler | Retired Educator, Imagine Learning, UT

Through authentic resources and music, participants will learn strategies to support DLI programs. Attendees will examine the components to develop literacy skills in a blended-learning format in order to build a personal toolkit for use in their school. Participants will work in groups to share information as they enjoy authentic music activities and gain ideas on DLI practices in other areas.

Pre-K-3 | Teachers, Administrators, Parents
DLE Program Development Early Childhood, Elementary, Secondary, Bilingual Development/Teaching for Transfer
English

Staying True to Spanish in Spanish Language Arts Through the Common Core Standards

De Vargas

Jill Kerper Mora | Associate Professor, San Diego State University, CA

The Guiding Principles for Dual Language Instruction support explicit language arts instruction based on language-specific standards for biliteracy development. The Common Core en Español standards articulate a scope and sequence for K-5 Spanish language arts. This workshop addresses how staying true to Spanish through research-based instructional methods and lesson content focused on metalinguistic knowledge enhances biliteracy and academic achievement.

K-5 | Teachers, Researchers
Common Core State Standards Alignment, Biliteracy Development/Teaching for Transfer
English

Community Centered Leadership

Peralta

Tracy Cordero | Director, Keres Children’s Learning Center, NM

This session will focus on defining and describing the elements of community-centered leadership, specifically on how communities can nurture leaders and advocates by creating opportunities to support and build the capacity of community members.

K-12 | Parents, Students, Other: Community organizers and organization
Leadership, Policy and Advocacy, Family and Community
English
Our Language, Nossa Cultura, Nuestra Identidad

Lamy
Hanna Hill | Teacher, International Charter School, RI
Michael Hayes | Teacher, International Charter School, RI
Analisa Pereira | Teacher, International Charter School, RI

During this interactive session, participants will learn about a fifth grade International Baccalaureate unit called “How We Express Ourselves” from teachers from a school with Portuguese-English and Spanish-English dual language programs in which students explore their and classmates’ identities, cultures, and languages to appreciate similarities and differences to prepare them as global citizens.

5 | Teachers, Administrators
Socio-Cultural Responsiveness
Spanish, English, Other: Portuguese

El valor de las palabras: Cómo invertir en el banco de palabras de su hijo/a

Tesorque Board Room
Sandra González | Teacher, Skiff Mill & Soulyful Press, CA

Esta sesión presentará la conexión entre un vocabulario extenso con el éxito en la lectura. El enfoque es de animar a los padres para que ellos amplíen las experiencias para aumentar el número de palabras que sus hijos escuchan diariamente. Los padres, independientemente del balance de su cuenta bancaria, tienen la capacidad para enriquecer el vocabulario de sus hijos. Ideas prácticas para aumentar la cantidad depositado dentro del “banco de palabras” de sus hijos serán compartidas.

Pre-K - 11 Teachers, Parents; Other: Parent Educators
Academic Language Development, Family and Community
Spanish

El Pregonero: Lenguaje, cultura y poder

Pojoaque/NAMBE
Lilia Sarmiento | Professor, CSU Dominguez Hills, CA

Focusing on linguistics, identity, and culture, educators in a university setting share their sociocultural approach to linguistics in a two-week institute in Spanish designed to expand teachers’ knowledge of language and culture and to focus on the language demands of bilingual students in the design of web-based units of study for dual classrooms.

K - 9, Higher Education | Teachers, Other: University professors
Academic Language Development, Socio-Cultural Responsiveness
Spanish, English

Spoken Testimonios: “Latix Students are the Ones That Have to be Perfect”

Ohlay Ovinge
Dr. Paty Abril-González | Graduate Research Assistant, University of Texas at Austin, TX

We highlight Latinx students’ frustrations with English language development. Former elementary students expressed devaluation of their language and identities in high school. We will present ideas of forced placement in low-quality classes, hindrance to their identities; and their critical awareness of injustices based on assessment and placement. This presentation is a journey of listening to students’ testimonios, informing potential changes in language instruction.

4 - 12 | Teachers, Researchers, Students
Academic Language Development; Research
English, Spanish

The Power of Data — Going Beyond Compliance

Ballroom
Steve Navarre | CEO, Project Education, TX
Jill Lowe | Client Services Manager, Project Education, TX
Julie Kaiser | Client Services Manager, Project Education, TX

Is your student data trapped in multiple software programs that you may not even have access to view? Do you have access to all the student data you need to help a student be successful? Do you know how to make data actionable in the classroom, on a campus, or across your district? Project Education will explore the power of data to provide educators with the information they need to unlock student success that goes beyond compliance.

Pre-K - 12 | Teachers, Administrators
Academic Language Development, Leadership, Policy and Advocacy
English
Mis primeros pasos usando OCDE GLAD® en español
Room C
María Isabel Zapata-Abellán | Teacher, Cesar Chavez ES - SFPS, NM
Aimudena Ciudad Sáiz | Teacher, Cesar Chavez ES - SFPS, NM

Esta sesión ofrecerá a los participantes que no han sido entrenados en GLAD® o los que lo fueron hace muchos años y están emocionados por aprender más, la oportunidad de introducirse al Proyecto GLAD® y/o de refrescar sus conocimientos. Consistirá en una sesión teórico-práctica donde modelaremos algunas de las estrategias que más éxito han tenido en los salones de Kinder español en nuestra escuela.

PreK - 1 | Teachers, Administrators, Researchers, Students
Dual Language/Bilingual
Spanish

Accelerate Student Achievement in Mathematics with AIM4S™
Room A/B
Lisa Meyer | Director of Programming, Dual Language Education of New Mexico, NM

Come learn about Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S™). This sheltering framework provides language learners and students who struggle with math access to the content and language of math and promotes a classroom culture that empowers students to take charge of their learning. AIM4S™ provides teachers with the tools to be the architects of their instruction.

K - 8 | Teachers, Administrators
STEM/Integrating Technology Education
English

¡Ser bilingüe vale por dos! Spanish Language Acquisition While Teaching DL Mathematics
Chapel
Nathan Lommens | Teacher, Cascade Middle School, WA
Kimberly Tracy | Teacher, Cascade Middle School, WA

Two teachers will share how they have used Routines for Reasoning and Academic Conversations in their Spanish math classes to support language acquisition, content understanding, and vocabulary development. We will provide exemplars for activities and units in Spanish and will pose questions for how to continue the work in conversations and academic reasoning in DL math.

5 - 12 | Teachers
Academic Language Development
English, Spanish

Proudly representing exemplary publishers to support your Dual Language needs!
How To Expand Dual Language Educational Opportunities Through the Political Process

**Ballroom**
Tony Baez | Educational Consultant, Consultant to DLENM, WI
Rick Miera | NM Representative, NM House of Representatives, NM

This workshop will engage participants in a dialogue on how to elect public officials who are well-prepared in research and effective practices in dual language education. It will provide guidance on the development of a local and state plan developed by parents, communities, educators, students, and policy makers. It will focus on the components and strategies required to ensure its implementation in the short- and long-term.

Pre-K - 12, Higher Education | Teachers, Administrators, Parents, Researchers, Students
Leadership, Policy, Advocacy
English

Driving a New Narrative for Educational Equity and Inclusion

**Stiha**
Dr. Julie Nora | Director, International Charter School, RI
Amelia Van Name Larson | Vice President, Innovations and School Supports, American Reading Company, PA

Children of immigrants comprise 19% of US school-age population, making conversations about their place in society urgent. Welcoming, safe environments that are supportive, accessible and that remove obstacles to learning for students and families are critical to developing a new narrative. A better future depends on courageous and insightful leadership decisions. Explore leadership actions that support immigrant children.

Pre-K - 12 | Teachers, Administrators, Parents, Researchers
Leadership, Policy and Advocacy
English

Dual Language Essentials for Teachers and Administrators

**Terraza**
Yvonne Freeman | Professor Emerita, University of Texas Rio Grande Valley, TX
David Freeman | Professor Emeritus, University of Texas Rio Grande Valley, TX
Sandra Mercuri | Associate Professor, University of Texas Rio Grande Valley, TX

The presenters list essential practices for dual language bilingual programs, including whole-school, programming and administrator, teacher, curriculum, and biliteracy essentials. For each essential they provide examples from dual language schools, specific strategies, and video clips from dual language programs. This session outlines all the components of a successful dual language bilingual program.

K - 12, Higher Education | Teachers, Administrators, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary
English

Sheltered Instruction in Practice

**New Mexico**
Patricia Gharrity | TESOL Teacher, Santa Fe Public Schools, NM
Dr. Boris Costa-Guerra | Administrator, Denver Public Schools, CO

This session will examine SIOP sheltered instruction strategies in practice. We will look at how to incorporate various approaches into curriculum by utilizing sheltered instruction accordingly. This will be a hands-on working session that will incorporate strategies into the Common Core State Standards for core content subjects. We will also review content and language objectives for language arts and mathematics.

K - 3 | Teachers, Administrators
Sheltering Content
English

Successfully Supporting a Variety of DL/I Programs

**Santa Fe**
Ivanna Mann Thrower Anderson | Education Consultant, NC Department of Public Instruction, NC
Amy Jablonski | Director, Integrated Academic & Behavior Systems, NCDPI, NC

North Carolina hosts a variety of additive DL/I programs: developmental, full- and partial-immersion, and two-way. Programs are offered in seven different languages, span K-12, and offer various time in program. The session will explore the value and challenges of each model, as well as innovative support options (PD, MTSS) that participants may incorporate in their own environment.

K - 12 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary
English

Building Collaboration and Collegiality Across Languages

**Exchange**
Lisa Harmon-Martínez | Teacher/Co-Coordinator Dual Language Program, Albuquerque High School, NM

AHS has established a true language arts department, in which Spanish and English language arts teachers meet regularly to collaborate and align skills and standards taught at each grade level, according to the Common Core State Standards. Educators will share successes and struggles experienced in this burgeoning model of secondary dual language education.

9 - 12 | Teachers, Administrators
Common Core State Standards Alignment, Academic Language Development
English
Leading for Excellence in TWBI/DL Education

Zuni Ballroom A
Rosa Molina | Executive Director, Association of Two-Way & Dual Language Education, CA

Noting the unprecedented growth of two-way and dual language (TWBI/DL) programs across the United States requires that district and site leaders fully understand the obvious and hidden priorities outlined by these programs. This session will feature some of the fundamental components necessary to initiate and sustain successful TWBI/DL programs in your respective communities. The presenter will set the stage for the audience to network and engage in a collaborative discussion on some of the most pressing issues facing TWBI/dual language programs.

Pre K - 12 | Teachers, Administrators, Program Coordinators, District Administrators and Coaches
DLE Program Development Early Childhood/Elementary/Secondary
English

Use What Matters to Solve Mathematical Word Problems

Tsesque
Billie Mathews | Doctoral Student/Teacher of the Gifted, Promotes Learning, AZ

Participants will gain a greater understanding and appreciation of code-switching and its strengths for learning in the mathematics classroom. Theory and research supporting code-switching as a teaching/learning strategy will be presented while identifying culturally relevant pedagogy that supports it. Interactive code-switching word problem writing/solving and teaching/learning strategies will be demonstrated as a culmination of the session.

3 - 8 | Teachers, Administrators
Bilingual Development /Teaching for Transfer
English

Descubre la lógica de los acentos ortográficos en el idioma español

Acoma North
Blanca Chapita | Teacher, Freedom Elementary SISD, TX
Ingrid Palacios | Teacher, Freedom Elementary SISD, TX

La enseñanza de los acentos ortográficos en el idioma español se presenta muchas veces como un reto para los maestros de lenguaje dual. En esta presentación, los participantes aprenderán por medio de la práctica, los pasos necesarios para guiar al alumno hacia la comprensión y la aplicación lógica de las reglas que los gobiernan.

3 - 5 | Teachers, Parents, Students
DLE Program Development Early Childhood/Elementary/Secondary
Spanish

They're All OUR Students: Bridging the Linguistic Divide

Acoma South
Ana Arroyo | Administrator, Parkwood - District u-46, IL
Nelly Ramirez | Teacher, Parkwood District u-46, IL
Lisa Jackson | District School Improvement Leader, District U-46, IL

Like many districts, ours reflects the rapidly changing demographic landscape of our country. This session explores how we've been working to create a shared instructional culture that moves away from talking about “the bilingual kids” and “the English kids” and toward one that embraces OUR students. We'll share our still-in-motion learning about how cultural change means working to transform organizations simultaneously at the policy, district, school, grade, and classroom levels and engage participants in thinking about what this work looks like.

K - 6 | Teachers, Administrators
Leadership, Policy and Advocacy, Socio-Cultural Responsiveness
English

Giving Back to our Community by Shaping the Leaders of Tomorrow: Equity through Dual Language

Chaco East
Annette Acevedo | Director, SD U-46, IL

SD U-46 in Elgin, IL, a city where the need for bilingual employees is particularly concentrated, is preparing its students to work in their own community through the teaching and learning program of the 21st century. Through collaboration, resources and support systems are leveraged for educational equity and provide a pathway towards bilingualism, biliteracy, and multicultural competencies.

Pre K - 12 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English

Identifying Students with Disabilities in Dual Language Programs

Chaco West
Karena Valliquette | Administrator, Bellevue School District, WA

Identifying students with disabilities and determining special education eligibility is complex in the dual language setting. We will discuss strategies and systems in place to support this process in our district, such as true peer comparison, use of non-standardized measures, and response to intervention.

K - 7 | Teachers, Administrators
Special Education Services
English
Scaffolded Interactive Strategies

Palace Ballroom A
Melissa Haley | Dual Language Spanish Teacher, Member of #FutureReady cohort, Sioux City Schools, IA
Luis Lemos | Dual Language Spanish Teacher, Member of #FutureReady cohort, Sioux City Schools, IA

In this session, two certified SIOP teacher trainers will present not only interactive strategies, but also language scaffolds to accompany those strategies in both English and Spanish. The purpose of the session will be to support the use of both academic and social vocabulary in the target language of the dual immersion class. Teachers and administrators will leave with technology-based strategies and language supports for scaffolding language development in English and Spanish.

K - 5 | Teachers, Administrators
Academic Language Development, Sheltering Content
English, Spanish

Using Student Work to Guide Language Function and Content Instruction

Palace Ballroom B
Rachel Gersh | Teacher, El Camino Real Academy, NM
Thomas Tison | Teacher, Santa Fe Public Schools, NM

Teaching academic language and content simultaneously can be challenging, but using student work can make navigating your instructional choices clearer. This workshop will explore how to use student work to raise the level of academic discourse in literacy and science, as well as to ensure mastery of content.

K - 6 | Teachers, Administrators
Academic Language Development, Sheltering Content
English

Técnicas y tácticas teatrales para ayudar con el leguaje oral, escrito y leído

Rivera A
Eddy Díaz Souza | Director, Artefactus Theater, FL
Dotty Moreno | Educator, Artefactus Theater, FL

Muchos maestros no tienen suficientes medios para inculcar el interés por una segunda lengua. Los artes, en especial el teatro, por la capacidad que tienen de ser una actividad a desenvolverse en grupo, ofrece el mejor de los momentos para que el educador obtenga un resultado académico y multicultural. Les enseñaré cómo preparar un trabajo educativo y divertido partiendo del montaje de una obra de teatro. En mi presentación les mostraré técnicas, tácticas y recomendaciones teatrales que cada maestro, como buen actor, puede incorporar en su salón.

Pre-K - 12 | Teachers, Parents, Students
Socio-Cultural Responsiveness, Family and Community
Spanish, English

Growing Our Own: The Next Generation of Dual Language Educators

Rivera B
James Lyons | Senior Policy Advisor, Dual Language Education of New Mexico, VA
David Rogers | Executive Director, Dual Language Education of New Mexico, NM

Ensuring an adequate supply of effective dual language educators requires school districts to develop and implement career education programs at the secondary level, where bilingual students are nurtured to become dual language teachers in their communities. “Grow Your Own” teacher prep programs focus on preparing, recruiting, hiring, and supporting future educators who are culturally, linguistically, and economically representative of the students and families they will serve. In this presentation, we’ll discuss “clinical” programs that supplement academic learning with real teaching and coaching experiences that benefit both the future dual language teacher and the students they engage.

Pre-K - 12, Higher Education | Teachers, Administrators, Students
Leadership, Policy and Advocacy
English

Spanish Literacy Instruction: Dual Language Programs/Developing Word Knowledge and Vocabulary

O'Keefe
Lucia Buttarro | Administrator, Touro College, NY

This presentation will discuss the goals of dual language program by providing examples of how to create a bilingual, biliterate, and bicultural student. There will be a discussion of how to provide high-quality literacy instruction and teach cross-cultural awareness for both languages. Education should be aimed at the recognition of the roots (raíces) and educational wings (alas). The presentation will touch on the educational, cognitive, economic, and sociocultural benefits of a dual language program.

K - 8 | Teachers, Administrators, Parents, Researchers, Students
DLE Program Development Early Childhood/Elementary/Secondary, Research
Spanish, English
Empowering Newcomer Families to Join the School Community

Lamy
Van Meade | Teacher, Tulsa Public Schools, OK
Barbara McCravy | ELD teacher, Tulsa Public Schools, OK

This workshop focuses on the engagement of newcomer families in the education of their children. Literacy nights, newcomer student groups, adult ESL classes, international fairs, and more have led to increased parental involvement and student success in Tulsa Public Schools. Parents become advocates for their child’s learning and better integrate into the school community when they feel welcomed and valued. Join us as we share ways to make both newcomer children and their families feel they are welcome additions to the school community.

Pre-K - 12 | Teachers, Administrators, Parents, Students
Family and Community
English

Optimizing Cross-Linguistic Transfer

Meem
Dana Hard | I Teacher, Center for Teaching for Biliteracy, NV
Marie Nye | ESL Teacher, Washoe County School District, NV

In this interactive session, we will share examples of cross-linguistic transfer from our two-way immersion, two-teacher model classrooms. Through effective planning and collaboration, we will share how we optimize our students’ bilingualism by developing metalinguistic awareness and cross-linguistic transfer. Models of different kinds of transfers/Bridges will be shared with participants, as well as how these events are planned and executed. Teachers will leave this session with ideas to implement immediately.

Pre-K - 5 | Teachers, Administrators
Academic Language Development, Biliteracy Development / Teaching for Transfer
English

The National Dual Language Teacher Preparation Standards: Updates!

Anasazi - North
Joan Lachance | Assistant Professor, UNC Charlotte, NC
Michael Guerra | Professor, UT Rio Grande Valley, TX

The session serves as a follow-up/summarization of the pre-conference workshop that showcases the developed National Dual Language Teacher Preparation Standards. The session explores Standards’ alignment with CATEP national program accreditation, providing collaborative opportunities for understanding the Standards’ contextual use in educator preparation programs, as well as providing a framework for supporting inservice dual language teachers. The session also facilitates Standards’ use in differing contexts with varying partner languages.

Higher Education | Teachers, Administrators, Parents, Researchers, Students, Other: INES
Leadership, Policy and Advocacy
English

Profiles in Dual Language Education

Anasazi - South
M Beatriz Arias | Chief Development Officer/VIP, Center for Applied Linguistics, DC
Wilma Valero | Director U-46 Language Acquisition Program, IL
Patricia Velasco | Assistant Professor, City University of New York, NY

The presenters in this session will share with participants the opportunities and challenges they encountered as they implemented dual language programs at several levels: a dual language Legacy school, a citywide dual language program, and a districtwide dual language program. The challenge of linguistic equity is addressed in each presentation.

Pre-K - 12 | Teachers, Administrators, Researchers
DLE Program Development: Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
Spanish, English

Learning Centers Aligned to the Curriculum / Centros de aprendizajes alineados al currículo

Zia A
Olga Martinez | Teacher, Stedman ES, CO
Samantha Simms | Teacher, Stedman ES, CO

This workshop is focused on organizing centers aligned with the Common Core and according to the needs of students who are learning Spanish as a second language. It offers ideas and practical alternatives to develop activities in learning centers that work for the development of vocabulary, reading comprehension, and writing skills, and offers ideas for making changes that promote differentiation. The interesting thing about this workshop is that it will provide ideas that have been proven with students who participate in an immersion program.

K - 3 | Teachers
Common Core State Standards Alignment
Spanish

Empowering Latinx Families in an English-Dominant DLI School Community

Zia B/C
Joel Lavin | Elementary Principal, El Camino del Rio Dual Immersion Elementary, OR
Alicia Longoria | Bilingual Family Resource Center Coordinator, Eugene School District 4J, OR

Establishing and maintaining a DLI community that empowers Spanish and English speakers is challenging. We will share the 16-year journey our school has made and how we have made progress to help families gain a voice at the table. We will share successes, failures, and pitfalls. We will give you new tools that can help on this path towards true community engagement.

Pre-K - 12 | Teachers, Administrators
Leadership, Policy and Advocacy, Family and Community
English
Celebrating Bridged Student Work Across Middle School Grades With the Greater School Community

DeVargas
Eliska Fredrickson | Literacy Coach, Amigos School, MA
Caroline Butler-Rahman | 6th/7th ADLE Teacher, Escuela Amigos, MA
Decey Sartor | 7th Teacher, Escuela Amigos, MA

Our ongoing goal is to build a sustainable multidisciplinary bridge for biliteracy. When we plan longitudinally, we offer our students pathways for thoughtful, thematic connections. This has led to inspiring middle school units that culminate in schoolwide showcases of student work. One such example is “De hogar a hogar: La experiencia de los refugiados e inmigrantes.” This collaboration went beyond the school, accessing community resources to share our students’ collective knowledge about the immigrant and refugee experience.

Multiple Paths to the Seal of Biliteracy

Chapel
Heather Riley | Assistant Principal, Denver Public Schools, CO
CI Grace | Director of Federal Programs, Taos Municipal Schools, NM

Join us to learn about the various paths students take in Denver Public Schools and Taos Municipal Schools to earn the Seal of Biliteracy. From more traditional paths to alternative caminos, students are celebrated, acknowledged, and rewarded for the valued asset of multilingualism. Learn how students from different language backgrounds, educational experiences, and levels of language proficiency show off all they can do, and how schools support them to do it!

So Where Are We Now in Language Teaching and Learning? The State of the Art and Beyond

Eldorado Grand Ballroom A

Pauline Gibbons | Professor, UNSW Sydney Australia, NSW (AUS)

Language teaching today looks and sounds very different from earlier times. Language programs have been increasingly underpinned by a wide range of classroom-based research that draw on several important theories. These include a model of language-in-context (Halliday), a collaborative view of learning (Vygotsky) and socially oriented research in second language development (Swain et al.). This body of knowledge provides teachers with tools to develop and reflect on their own classroom practices. The session will share some light-hearted perspectives on earlier approaches to language teaching, and move to current approaches and practices, including examples of content and language integration, the significance of spoken language, and the scaffolding of writing across the curriculum. Suitable for teachers of EL and bilingual learners, all grade levels, and for teacher-trainers.

Planning and Teaching for Cross-Linguistic Transfer

Eldorado Grand Ballroom B
Silvia Dorta-Duce de Reyes | Author, Benchmark Education, CA

Metalinguistic skill development leading to biliteracy can be promoted by providing students opportunities to engage in comparing and contrasting the similarities and differences between one language and another. Through text analysis in both Spanish and English, participants will engage in standards-based instructional planning using close reading from a cross-linguistic perspective. Strategies that facilitate cross-linguistic transfer will be showcased and practiced.

Planning and Teaching for Cross-Linguistic Transfer

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Points of Convergence in Research and Practice: Dual Language Education Leaders Speak Out!

**St. Francis Auditorium**

Elena Izquierdo | Project LEAD PI/Associate Professor, University of Texas at El Paso, TX
David DeMathews | PhD, UT Austin, Educational Leadership and Policy, TX
Laila Ferris | Chief of Language and Learning, El Paso, ISD, TX

Dual language requires continuous, dedicated work in the implementation and sustainability of world-class education. Rethinking terminologies, strategies, policies, and procedures involves movement through phases with the opportunities to implement, observe, and discuss expertise—an ongoing process of reflection and refinement. Districts taking dual language to scale share new insights.

Pre-K - 12, Higher Education | Teachers, Administrators, Parents, Researchers, Students
Leadership
English
Problem-Posing English Teachers in a Mexican Youth Prison: Critical Lessons for Language Teachers

O’Keefe
Abigail Santos I Student, Universidad Autonoma del Estado de Hidalgo, MX

We explore how Mexican pre-service teachers (PSTs) of English taught English in a Mexican youth prison. Using Freire’s problem-posing teaching, PSTs grew as people and learned useful techniques to reach their students. Through group work in the presentation, we examine outcomes based on PSTs’ self-study of their work, especially practical and philosophical lessons for language teachers.

K: 3-12 Higher Education I Teachers, Administrators, Researchers, Students
Research, Socio-Cultural Responsiveness
Spanish, English

La carta: El arte perdido

Milagro
Morgan De Pree I Teacher, Atrisco Heritage Academy HS, NM
Jessica Cano I Teacher, Atrisco Heritage Academy HS, NM

Esta sesión discutirá los beneficios de implementar la carta como una herramienta hacia la conexión del lenguaje, la cultura y la escritura académica. Presentaremos acerca de varios proyectos, una análisis de cartas y dar distintas maneras de integrar la carta dentro de una unidad. Tendremos ejemplos auténticos de cartas estudiantiles. Esta sesión será interactiva, y nuestra meta es que los maestros salen con la inspiración de integrar y adaptar la carta a su currículo actual para mejorar la enseñanza y el entendimiento de los estudiantes.

K, 3-12 Higher Education I Teachers, Students
Socio-Cultural Responsiveness, Family and Community
Spanish

Introducción al marco de los estándares del desarrollo del lenguaje español de WIDA

Kearney
Anatelle Muñoz I Teacher, WIDA, WI

Este taller utiliza un enfoque interactivo y práctico para introducir las bases teóricas y pedagógicas del marco de estándares del lenguaje español. Los participantes reflejarán sobre su práctica para determinar maneras de aplicar los estándares de WIDA y los recursos, como las definiciones de desempeño, para informar prácticas de instrucción y evaluación.

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 I Teachers, Administrators, Students
DLE Program Development Early Childhood/Elementary/Secondary
Spanish

Diseño de centros para la instrucción diferenciada en el salón bilingüe

Coronado
Viviana Hall I Administrator, National Bilingual Consultant, TX
Luz Roth I Consultant, Global VIDA, TX

Este taller interactivo ayuda a descubrir nuevos métodos para el desarrollo de la lectura y de los idiomas; trabajando en programas duales con alumnos que presentan niveles desiguales. Usando los recursos descargables de istation, los participantes van a diseñar centros de aprendizaje de acuerdo a las necesidades específicas para el progreso óptimo de la lectura en inglés y español.

K, 3-12 I Teachers, Administrators, Parents
Bilingual Development/Teaching for Transfer
Spanish, English

Explicit and Systematic Phonics Instruction

De Vargas
Kelly Bradley I Teacher, Lockwood Elem., NM
Suhey García I Teacher, Lockwood Elementary, NM

This is phonics instruction that is explicit and systematic to provide students direct instruction using a multisensory component following a specific grade-level scope and sequence that helps students decode words to improve writing. Students will be able to generate sentences and create paragraphs that contributes to more proficient comprehension in both English and Spanish.

K, 1, 2, 3 I Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary, Common Core State Standards Alignment
Spanish, English

Student Engagement and Motivation

Peralta
Florence Acque I Teacher, NA, NM

Are you struggling to reach all your students through instruction that is one-sided because you don’t have time for creativity? Join us as we deliver fun and engaging ideas to motivate all students and increase self-efficacy. This session will introduce time-conscious ways to increase student attention and spark some interest using techniques that you can take home and use immediately.

K, 3-12 I Teachers
Academic Language Development, Socio-Cultural Responsiveness
English
Talk is Necessary Scaffolding for Academic Language

Lamy
Victoria Albright | Director, Sioux City Community School District, IA

Based on the research behind scaffolding for language, a team of teachers from Sioux City Community Schools in Sioux City, Iowa, developed a professional development training to give teachers necessary skills and strategies. Participants in the training learn to develop and strengthen the use of scaffolding strategies in their lesson planning to increase student academic language in the classroom setting.

K - 12 | Teachers, Administrators, Researchers, Students
Academic Language Development
English

The Power of Collaboration

Tesuque Board Room
Olimpia Bahena | Principal, Talcott Fine Arts and Museum Academy, IL
Karime Asaf | Principal, Chicago Public Schools, IL
Jessica Kertz | Assistant Principal, Chicago Public Schools, IL

Administrators from two dual language schools in an urban district describe how their collaboration has allowed them to continually reflect on their dual language program development. At a different stage of growth, each school has benefited from this partnership as they have been able to identify processes in which administrators and teachers continually assess strengths and areas for improvement.

Pre-K - 8 | Teachers, Administrators, Researchers
DLP: Program Development: Early Childhood/Elementary/Secondary Leadership, Policy and Advocacy
English

Vocabulary Development Through CGI Math Warm-Ups

Pojaque / NAMBE
Lisbeth Woodington | Teacher, UCLA Lab School, CA
Cristina Paul | Demonstration Teacher, UCLA Lab School, CA
Rebecca Hendle | Demonstration Teacher, UCLA Lab School, CA

In this workshop, we will focus on the development of children's mathematical thinking in a dual language setting. We will engage in a variety of CGI math warm-ups, practice teacher moves, and questioning. Participants will learn how to leverage CGI math warm-ups and make instructional decisions to develop academic and socio-emotional vocabulary. Creating a risk-friendly community of math learners provides access and equity, as children acquire vocabulary and engage in standards-based mathematics in Spanish.

K - 6 | Teachers, Administrators
Academic Language Development, Bilingual Development / Teaching for Transfer
Spanish, English

Question Formulation Technique

Ohkay Owingeh
Michele Rewold | Instructional Coach, Dual Immersion Academy, CO

Teach students to ask their own questions using the Question Formulation Technique from the work of colleagues at www.thereightquestion.org. We have seen tremendous gains in engagement and academic conversations using the Question Formulation Technique in our Pre-K - 8 dual language classrooms. This teaching strategy provides a simple, yet powerful way to get students asking their own questions and building off their peers' questions.

Pre-K - 12 | Teachers, Administrators
Sheltered Instruction
Spanish, English

Paridad Education Consulting
LA CLAVE de Oaxaca 2019:
LA ngle, Culture, Literacy, Art & Virtual Education
Multilingual Curriculum Development Institute
July 20-28, 2019

...this experience was truly eye opening and life changing.
One of the best P.D. experiences I have ever attended. I thank Paridad for this extraordinary experience.

The LA CLAVE de Oaxaca 2019 Institute is designed for participants to understand, incorporate, and pilot language-focused curricular components into units that build on the linguistic, cultural and cognitive assets of multicultural learners, including translinguistic targets.

Paridad Education Consulting invites you to join us for this 8-day transformative Institute, as education experts, language scholars, and celebrated Oaxacan artists guide you through rich field experiences—all within the magnificent colonial city of Oaxaca. For more information visit www.paridad.us.
La Cosecha 2018 + Santa Fe, New Mexico
Friday, November 16 2018 • 3:00 pm – 4:30 pm

Using OCDE Project GLAD® to Teach Critical Literacy and Social Justice
Room C
Jesse Winter I Teacher, Truman MS/APS, NM
Juanita Sandoval I Teacher, Janet Kahn School of Integrated Arts/APS, NM

In order for students to acquire academic literacy, teachers have to teach students to critically read not only the word, but their world, using texts and content that reflect the students’ socio-historical background. Students empowered with critical literacy, or the ability to deconstruct power relations in our culture and society (race, gender, class, ability, nationality, etc.), can use academic literacy to engage in their classrooms and communities. In order for students to develop critical academic literacy, they have to comprehend complex abstract ideas and deconstruct intricate narratives and texts. In this presentation we will examine the power of Project GLAD® to teach critical literacy and social justice, along with academic literacy. We will focus on units of study, and discuss how different strategies develop critical literacy in a secondary setting.

6 - 12 | Teachers, Administrators, Parents
Sheltered Instruction
English

¡Sí se puede!—You CAN Engage Language Learners in Quality Mathematical Thinking and Talk!
Room A/B
Ashlyn Patton I Teacher, Irish Elementary, CO
Laurel Cammack I Teacher, Irish Elementary— A Dual Language School

Participate in an engaging, fun, and inspiring workshop that will help you instill a love of math and language in your students! Apply the philosophy of Jo Boaler and learn strategies in creating a culture of efficacy, curiosity, and mathematical thinking, all while fostering student growth in L1 and L2. We will engage in hands-on math problem-solving in Spanish and use tools and models that offer support in eliciting rich, high-level talk, regardless of language levels.

Pre K - 8 | Teachers, Administrators, Parents
Common Core State Standards Alignment, Academic Language Development
English, Spanish

Increasing Oracy
Chapel
Katie Vázquez I Teacher, Woodstock CISD 200, IL

What is oracy? What is the link between oracy and literacy? How can I embed oracy into my classroom? What tools and strategies can I use to increase oracy?

K - 12 | Teachers, Administrators
Academic Language Development, Biliteracy Development, Teaching for Transfer
English

For over 20 years, Jeffco Schools, Colorado has been dedicated to offering excellent Dual Language Education

We are seeking bilingual teachers to be a part of our K-12 Dual Language Team

At the Elementary Level we have One-Way and Two-Way program models. At the Secondary Level offer content area courses plus Spanish Language Arts & Spanish for Heritage Speakers courses

We offer competitive salaries. Please apply to positions: http://www.jeffcopublicschools.org/
Despertando las voces de los maestros de doble idioma

Ballroom
Christina Leyva | Teacher, Round Rock ISD, TX
Esmiralda Espericuet | Dual Language Instructional Coach, Round Rock ISD, TX
Michelle Silva | Dual Language Instructional Coach, Round Rock ISD, TX

Proveeremos la estructura necesaria para iniciar capacitación de los maestros que satisface las necesidades lingüísticas, académicas, sociales y culturales de los estudiantes de doble idioma. Para alcanzar la meta de desarrollar estudiantes multilingües y multiculturales, la estructura demostrará algunos de los métodos auténticos para enseñar alfabetización en inglés y español.

Pre-K - 5 I Teachers, Administrators, Researchers
Biliteracy Development/Teaching for Transfer, Socio-Cultural Responsiveness
Spanish

Art as a Way of Talking for Emergent Bilingual Youth

Stíth
Or, Julie Noro | Director, International Charter School, RI
Vivian Penry | Assistant Professor, Graduate School of Education, Lesley University, MA
Mary Beth Meehan | Photographer, Author, Educator, RI

University professors, a photographer, and a school director will share multimodal literacy practices from a forthcoming book called Art as a Way of Talking for Emergent Bilingual Youth. Participants will learn about 12 projects that use an arts-integrated framework, with the opportunity to dive deeper into a photo-based project that promotes bilingual oracy and literacy from a dual language school.

K - 12, Higher Education I Teachers, Administrators, Parents, Researchers
Academic Language Development, Family and Community
Spanish, English

CLAVES™: Best Practices in Schools to Support Culturally and Linguistically Diverse Students

Terraza
Victoria Talaya | Director of Operations, Dual Language Education of New Mexico, NM

Contextualized Learning for Access, Validation, Equity and Success (CLAVES™) is a DLeNM-developed framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction. This session will provide an overview of DLeNM’s newly developed Instructional Framework and some corresponding strategies for immediate use in your classroom. Join this session to learn more about our newly developed product.

Pre-K - 12 I Teachers, Administrators
Academic Language Development, Sheltering Content
English

Poetry in the Dual Language Early Childhood Classroom: Creating Interactive Learning Tools

New Mexico
Isabel Regidor Aranzueque | Teacher, Tulsa Public Schools, OK
Hannah Jiménez | Dual Language Coordinator, Tulsa Public Schools, OK

Poetry can develop early literacy skills, harness creativity, affirm identity, and strengthen school-home connections. So why does poetry get brushed aside? We will share strategies from a one-way dual language kindergarten classroom on how to create an interactive learning tool from any poem. This bilingual session will cover how to select poems, identify elements of focus, introduce poems in whole group with appropriate scaffolding, gradual release to partner activities, and student presentations.

Pre-K - 2 I Teachers, Administrators, Parents
Academic Language Development, Sheltering Content
Spanish, English

Descolonizate: Re-Examining Curriculum/Language Practices Through the Trenza Framework

Santa Fe
Mínea Armijo | Teacher, Atrisco Heritage Academy HS, NM
Michele Jurado | Biliteracy Coach, Atrisco Heritage Academy, NM
Jordy Hicks | Science Teacher, Atrisco Heritage Academy, NM

DL teachers from Atrisco Heritage Academy, utilizing the Trenza framework, present how conciencia/language/identity influence their pedagogy. From a multidisciplinary perspective, they have engaged in reflective conversations/planning. Presenters share the framework, classroom applications, and testimonios of the students and teachers who participated. Next steps of Trenzas are discussed.

Pre-K - 12, Higher Education I Teachers, Administrators, Parents, Researchers, Students
Biliteracy Development/Teaching for Transfer, Socio-Cultural Responsiveness
Spanish, English

Ciencias: demostración y discusión de una unidad de circuitos eléctricos de nivel primaria/secundaria

Exchange
Melissa Navarro | Teacher, CSU Dominguez Hills, Liberal Studies Dept., CA

En este taller, participantes colaborarán en una exploración científica. Después, serán expuestos a investigaciones académicas que apoyan el modelo de instrucción presentado con el fin de analizar un plan de lecciones. Al finalizar, los participantes partirán con un ejemplo de un plan de lecciones basadas en los estándares de ciencias de la próxima generación (NGSS) y comprenderán los requisitos básicos para el desarrollo e implementación de una lección científica.

K - 6 I Teachers, Administrators
Biliteracy Development/Teaching for Transfer, STEM/Integrating Technology Education
Spanish
Teaching Cognate Morphology and Spelling Rules Through Picture Books

Zuni Ballroom A
José Montelongo | Director, New Mexico State University, NM
Anita Hernández | Professor, New Mexico State University, NM

Cognates are words that are the same, or nearly the same, in Spanish and English, many of which are academic vocabulary words. Due to their connections to both Spanish and English, cognates can be used to create an ideal vocabulary curriculum for developing literacies. Picture books are a rich source of cognates. We present classroom-proven methods for teaching cognate morphology and spelling rules through picture book vocabulary. Handouts provided.

1 - 3 | Teachers, Administrators, Parents, Researchers, Other Librarians
Academic Language Development, Bilingual Development / Teaching for Transfer
English

¿Qué es el autismo?
Tesishe
Isa Navares | Bilingual Coordinator, Rio Rancho Public Schools, NM

Uno de cada 59 niños en los Estados Unidos sufre de autismo. Muchos de ellos no reciben intervenciones tempranas que pudieran incrementar sus habilidades del habla y socialización o reducir comportamientos problemáticos. En esta sesión se discutirá los síntomas del autismo y como maestros o padres de familia pueden acceder recursos escolares a través de una evaluación.

Pre-K - 12 | Teachers, Administrators
Spanish Education Services, Family and Community
Spanish

Special Education Identification and Services for ELL Students in a Dual Language Program

Acoma North
Patricia Williams | Special Education Curriculum Facilitator, Woodstock CUSD 200, IL
Paula Hougan | Retired Educator Bilingual/Special Education, Educational Consultant, IL

What information do we need to identify an English language learner for special education services? How do we proceed within a RTI model? After identification, how is service delivered, in the native language and/or English? What instructional practices should be used? How does a monolingual teacher proceed? These questions are addressed and participants will review actual case studies.

1 - 6 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Special Education Services
English

Collaborative Toolbox: Using Research and Discussion to Deepen Understanding

Acoma South
Nina Williams | Teacher, Kent School District, WA
Dr. Allison Dene | Principal, Seattle School District, WA

Come dive into the research, and discover tools you can use to engage colleagues, families, and community in building a deeper understanding of dual language as a powerful catalyst for student success. Be ready to actively participate in reading and collaborative protocols, reflect on ways that you can use them in your own local context, and exchange ideas with colleagues.

Pre-K - 12 | Teachers, Administrators
Leadership, Policy and Advocacy, Family and Community
English

Expansion of Dual Language in Broward County Public Schools

Chaco East
Idalina Orta | Administrator, Broward County Public Schools, FL
Gloria Rodriguez | Dual Language Instructional Facilitator, Broward County Schools, FL
Sonja Rodriguez | Dual Language Instructional Facilitator, Broward County Schools, FL

The Broward County Public Schools' strategic dual language program is based on demographics, parental desire, and the demands of our global society to meet students' needs. The curriculum promotes multicultural awareness and higher-order thinking skills, and develops bilingualism and biliteracy in both L1 and L2. Participants will develop a workable map for implementation, discuss curriculum needs, and program models.

Pre-K - 12 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Bilingual Development / Teaching for Transfer
Spanish, English

Estaciones independientes de lectoescritura en español para primeros lectores (lectores emergentes)

Chaco West
Laura María Chapa Moreno de Guerra | Teacher, Tyler Elementary, DC
Onaiz Mercado | Teacher, Tyler Elementary, DC
Norita Gomez | Teacher, Tyler Elementary, DC

En nuestra sesión, presentaremos un modelo para la planificación de estaciones de lectoescritura en español para lectores emergentes e incluiremos aspectos como la estructura, el funcionamiento, la diferenciación y la evaluación a través de diferentes ejemplos. Además, explicaremos cómo a través del uso de estaciones dinámicas e interactivas, los alumnos incrementarán su autonomía y desarrollarán valores como la colaboración y el respeto entre ellos.

K - 3 | Teachers, Administrators, Parents, Students
Common Core State Standards Alignment, Academic Language Development
Spanish, English
Creating a Bilingual Seal for Middle School

**Palace Ballroom A**

Dana Salvador | ESL teacher, Truman Middle School, NM
Linda Varela | Bilingual Coordinator, Truman Middle School, NM

This presentation will focus on the steps of creating a bilingual seal for middle school graduates. We will discuss the challenges and successes in the first year of implementation. We will detail the way in which we created the seal and provide examples of finished projects. In the end, we will answer questions.

- EL Teachers, Administrators, Parents
- DLE Program Development: Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
- Spanish, English

**Los beneficios del juego**

**Palace Ballroom B**

Mallory Fuessle | Dual Language Instructional Coach, School District 47 Crystal Lake, IL
Laura Rabassa | Teacher, Crystal Lake District 47, IL
Javier Pérez Gómez | Teacher, Crystal Lake District 47, IL

En esta sesión, explicaremos cómo creamos una situación de comunicación entre los niños de kinder en un programa dual aprovechando el tiempo de juego. También mostraremos las conexiones entre el tiempo de juego y el desarrollo socio-emocional. Incluiremos cómo evaluamos el desarrollo de la expresión oral y la comprensión oral, estrategias para implementar el tiempo de juego en un programa dual, y cómo incorporar el tiempo de juego con CCSS y la evaluación de KIDS.

- Pre-K - 2 | Teachers, Administrators, Parents, Researchers, Students
- Common Core State Standards Alignment, Socio-Cultural Responsiveness
- Spanish

**Dual Language-Dual Perspectives**

**Rivera A**

Tracy Marchionda | Director of Innovative Programming, Geneva City School District, NY
Reka Barton | Dual Language Coach, San Diego Unified School District, CA

Leading the implementation and sustaining of a dual language program is not for the faint of heart! What are the keys to success for administrators who are challenged with beginning or maintaining a dual language immersion program? This workshop will review successful practices from the perspective of an administrator and professional development coach, including strategies that can be implemented the next day. This workshop will provide the opportunity for shared discussions, as well as anecdotes from one small-city school district that has successfully implemented dual language immersion program with the on-going support of an instructional coach.

- Pre-K - 6 | Teachers, Administrators, Parents, Researchers, Students
- DLE Program Development: Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
- English

**Bilingual eBook Publishing - Making Diversity a Resource**

**Rivera B**

Julie Carey | Founder, Write Our World, CO

We will explore bilingual ebook publishing and the value it holds for multilingual learners. By integrating heritage languages and cultures into the classroom, students benefit from both an improved sense of identity and acquisition of their target language. By publishing to a digital library, they create culturally relevant reading materials for others, and build global citizenship.

- 4 - 12 | Teachers, Administrators, Parents, Researchers, Students
- Biliteracy Development / Teaching for Transfer, Socio-Cultural Responsiveness
- English

**Student Voice for Oral Language Development in a Two-Way Dual Language Classroom**

**O'Keefe**

Verónica Díaz-Rodríguez | Teacher, Dual Language Academy, OK

Ensuring that ALL students participate and contribute during a lesson can be challenging in a two-way dual language classroom. This session will go over the use of efficient TURR-AND-TALK questioning and response strategies that improve the students’ confidence and their ability to communicate in a second language.

- 3 - 6 | Teachers, Administrators
- DLE Program Development: Early Childhood, Elementary, Secondary, Academic Language Development
- English
Iniciativas de participación para familias bilingües

Lamy
Hilda Calderón-Peña | Parent, Chicago Public Schools (OLCE), IL
María M. Cuellar | Community Relation Representative, CPS-OLCE
Ruth L. Peña | Community Relation Representative, CPS-OLCE

Participación de las familias es fundamental para el éxito académico de los estudiantes. En el distrito 299 de Chicago, Illinois los estudiantes asisten a más de 600 escuelas y provienen de hogares donde se hablan por lo menos 140 idiomas. Vengan a conocer cómo la oficina de Idiomas y Educación Cultural (OLCE) efectivamente se involucra con las familias de los estudiantes bilingües.

Organizing Your Curriculum Around Thematic Units In Dual Immersion Classrooms

Meem
Mary Soto | Professor, CSU East Bay, CA

Through thematic units, teachers can connect curriculum to students’ lives and backgrounds as well as draw on their language strengths. When the same topics are studied across content areas, students build academic concepts and vocabulary more easily. The presenters will show examples of thematic units at different grade levels, as well as discuss how teachers can use their existing curriculum to create units.

K - 12 | Teachers, Administrators
Academic Language Development, Biliteracy Development, Teaching for Transfer
Spanish, English

The National Dual Language Teacher Preparation Standards: Updates! (Intensive Session Continued)

Anasazi - North
Joan Lachance | Assistant Professor, UNC Charlotte, NC

Dual Language—Starting and Maintaining a High School Program

Anasazi - South
Cynthia Bredenberg | Teacher, Jordan-Matthews High School, NC
Sylvia Castro | Teacher, Jordan Matthews High School, NC

Jordan-Matthews High School is in its fifth year as a NC Comprehensive High School with a dual language program. Our team of teachers will offer insight, strategies, and tools that schools can use whether they are developing a program or are looking for new ways to enhance their current DL high school program. We will discuss our program from inception to our current schedule that allows teachers common planning time and the ability to integrate two languages within one class period.

K - 12 | Teachers, Administrators, Parents
DLE Program Development Early Childhood/Elementary/Secondary
Spanish, English

Bilingual Project-Based Learning: Save our Water!

Zia A
Victor Martinez | Teacher, Mundo Verde Public Charter School, DC
Gabriela Covarrubias | Teacher, Mundo Verde Bilingual Public Charter School, DC

Project Based Learning (PBL) allows multilingual learners to learn language and content while applying it to real-world formats. Participants will be led through a project where they will read, write, and investigate like scientists. Attendees will develop an understanding of the components of PBL, how to integrate standards across disciplines, and how PBL supports emerging multilingual learners.

K - 11 | Teachers
Common Core State Standards Alignment, Biliteracy Development, Teaching for Transfer
Spanish, English

Building Language through Routine and Ritual

Zia B/C
Tami Colón | Director, Pasitos School, CA

Children thrive when they know what to expect and act out when they are anxious. Let’s talk about lowering children’s affective filters to foster language acquisition, while building their social-emotional competence with routines and rituals. This interactive session will discuss the benefits of integrating routines and rituals, and will practice strategies that can be used in any language.

Pre-K - 11 | Teachers
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development, Teaching for Transfer
English
La instrucción del español auténtico en el salón de lenguaje dual

DeVargas
Bertha Benedict | Coordinator, Bilingual/ESL Programs, Round Rock ISD, TX
Marissa Thomley | Coordinator DL Curriculum, Round Rock ISD

Como educadores deseamos que nuestros alumnos sean completamente bilingües y biliterados. Es imperativo que los docentes del programa de lenguaje dual enseñen el idioma de español de acuerdo a sus características lingüísticas y de manera auténtica. En esta sesión se compartirán cambios que nuestro distrito ha implementado para mejorar el rendimiento académico y se presentarán métodos pedagógicos para enseñar el español.

K-6 Teachers, Administrators
Academic Language Development, Biliteracy Development/Teaching for Transfer
Spanish, English

Coming to America: Writing a Narrative
Chapel
Manuel Hernández | Teacher, Osceola High School, FL

Coming to America is a writing workshop program that prepares ESOL high school students to become published authors. It takes them through the whole writing process, and empowers students to express their coming-to-America journey in writing and publish their memoirs in a collective student writing publication. Coming to America (the book) was aligned with Unit 1 in English Language Arts.

Grades 9-12 Teachers
Common Core State Standards Alignment, Socio-Cultural Responsiveness
English

So Where Are We Now in Language Teaching and Learning? The State of the Art and Beyond (Intensive Session Cont.)
Eldorado Grand Ballroom A
Pauline Gibbons | Professor, UNSW Sydney Australia, AT

Engaging, Systematic, and Explicit Strategies for Biliteracy in Dual Language Programs
Eldorado Grand Ballroom B
Esmeralda Orozco | Second-Grade Dual Language Educator, International Leadership of Texas, TX
Doris Luft Baker | Assistant Professor, Southern Methodist University, TX

This session presents research-based instructional strategies for biliteracy development in dual language programs. Materials to be presented include routines that teachers can use in an explicit and systematic way to facilitate reading development in the first and second language across the elementary grades. Participants will become proficient and confident in how to engage students in authentic, target-language routines to enhance reading instruction in both English and Spanish. Examples of resources, routines, and handouts will be provided.

Pre-K-12 Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development/Teaching for Transfer
Spanish, English

What Competencies are Essential for Dual Language Teachers and Administrators?
St. Francis Auditorium
Elena Izquierdo | Project LEAD PI/Associate Professor, University of Texas at El Paso, TX
LaLa Ferris | Principal and Interim Chief, DL, El Paso Independent ISD, TX

Dual language teacher and administrator competencies are the key underlying knowledge, skills, abilities, and dispositions critical to growing and sustaining dual language education. From policymakers to practitioners these competencies drive dual language professional learning and development to contribute to overall individual, school, and district performance.

Pre-K-12, Higher Education Teachers, Administrators, Researchers
Leadership, Policy and Advocacy
English

Coming to America – Manuel Hernández

Coming to America is a collection of memoirs that captures the journey of coming to America from another country. In this unique book, students share before, during and after experiences as they transition into a new school, new neighborhood, and a new country. It also shares details on the acculturation process and the struggles to assimilate and receive a new culture without totally leaving the past culture behind.

Coming to America available at La Cosecha Store (SFCC Ballroom) for $10, or you can order through Divine Purpose Publishing, La Shawn Dobbs - publishing@divinepurposepublishing.com or (407)785-8082.
Breakfast with an Expert
8:30 am - 9:30 am
Santa Fe Convention Center - Ballroom

Breakfast with an Expert is an opportunity to engage in an informal, open dialogue session between conference participants and experts in specific areas of dual language education. Discussions are centered on various topics of interest where questions can be answered, experiences are shared, and networking is encouraged. There’s no better way of networking, sharing your knowledge and advocating for dual language programs!

Topics for Breakfast with an Expert include:

- Elementary school program implementation
- Middle school program implementation
- High school program implementation
- Seal of Bilingualism (Biliteracy)
- Sheltering and scaffolding instruction at the elementary level (Facilitators must be OCDE Project GLAD® Key Trainers)
- Sheltering and scaffolding instruction at the secondary level (Facilitators must be OCDE Project GLAD® Key Trainers)
- Teaching for transfer (biliteracy development) at the elementary level
- Spanish academic language standards and assessment
- Promoting, marketing & recruiting for your program
- Oral language development in the early years (Pre-K to 1)
- Guiding Principles for Dual Language Education (K to 8)
- DLENM’s clearinghouse for dual language education
- FUENTE365: resources for schools and teachers
- School leadership – accountability for quality dual language instruction begins and ends with us
- Engaging parents and community
- Program sustainability
- Indigenous education
- Best practice in dual language classrooms

Table facilitators will focus discussion on pressing issues of participants, while they share their best practice and advice on facing real challenges of effective dual language education implementation. Breakfast begins at 8:00 am with conversations beginning at 8:30 am.

To all our Board, staff, family, volunteers, and friends!
Thank you to each of you for all your hard work with La Cosecha 2018!
We couldn’t do this without all of your efforts and dedication to our community!

¡Muchísimas gracias! Many thanks!

La Cosecha
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Save the Date

MABE’s eighth annual
Southern New England Regional Dual Language Conference

Saturday, March 23, 2019
Nathanael Greene Elementary School
285 Smithfield Ave
Pawtucket, RI 02860
School visits: March 18–22

Theme: Making Connections: Focus on Culture

Keynote Speaker

Alexandra Guilamo

Alexandra is an author and recognized expert in program implementation, leadership, and instructional practices for dual language, bilingual, and other language learner programs. In her keynote address she will introduce strategies that help teachers include matters of race, bias, justice and identity in their planning and teaching, and why these cornerstones are essential for dual language students to achieve academic success.

For registration and more information: www.mabene.org
Inquiry-Based Guided Reading: Culturally and Linguistically Responsive Reading Intervention

**O’Keefe**
Rhonda López | Teacher, Racine Unified School District, WI

Most guided reading and readers’ workshop models for targeted literacy instruction are developed with a ‘monoliteracy’ approach. Inquiry-based guided reading was developed to provide a culturally and linguistically responsive framework to support biliteracy through targeting reading instruction, research, and action planning. This teacher-friendly and highly engaging student-centered approach creates a system to provide Tier I, II, and III support within the DLI classroom.

2 - 12 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development/Teaching for Transfer
Spanish, English

Path to Biliteracy

**Milagro**
Reka Barton | Teacher, San Diego Unified School District, CA

As a dual language teacher and a current biliteracy coach, I will guide participants through the creation of a biliteracy curriculum, dual language professional development, and talk through the process of creating and sustaining an effective dual language program with a focus on biliteracy.

K - 5 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Biliteracy Development/Teaching for Transfer
English

Massachusetts LOOK ACT Creates Opportunities for Dual Language Education Programs

**Kearney**
Phyllis Hardy | Director, Multistate Association for Bilingual Education, Northeast, MA
Yael Zakon-Bourke | Consultant & Conference Director, Multistate Association for Bilingual Education, Northeast, MA

With the passage of the LOOK ACT, interest in implementing DLE programs has increased in Massachusetts. Program planning and implementation requires understanding what the different roles and responsibilities are or different stakeholders. Facilitators will share the lessons learned for supporting districts along a “Continuum of District Readiness”. Participants will engage in discussion of readiness for planning and implementing new DLE programs.

Pre-K - 12 | Administrators
Leadership, Policy and Advocacy

Building & Nurturing Systems of Support for an Emerging Dual Language Program

**Coronado**
Araceli Medina | Administrator, Cicero Public School District #99, IL
Susan Pryor | Dual Language Implementation Coach, Cicero District 99, IL

The journey of building a dual language program begins with just one step, but transitioning a district from TBE to dual language requires a commitment to take many steps along a collaborative path. Cicero District 99 took its first step in 2015 and is in its second year of implementation. Learn how district leaders built a plan that slowly and methodically creates systems of support across the layers of the district, and hear about where we are now, and where we are headed.

Pre-K - 5 | Administrators
DLE Program Development Early Childhood/Elementary/Secondary

Taking the Long Look: The Impact of Dual Language Bilingual Education Over Time

**De Vargas**
Trish Morita-Mullaney | Associate Professor, Purdue University, IN
Jennifer Renn | Senior Project Manager, Purdue University, IN

In this longitudinal study, we examine the performances of emergent bilinguals in academic achievement and English language proficiency in dual language bilingual education (DLBE) and ESL programs. While similar progress is made in the earlier grades, regardless of program model, the language proficiency and academic achievement is higher in DLBE models when they matriculate to middle school. Recommendations are made about DLBE beyond elementary school.

K - 8 | Higher Education | Teachers, Administrators, Researchers
Leadership, Policy and Advocacy, Research

Coaching for Success in Dual Language and ELD Contexts

**Peralta**
Francelin Vequilla | Bilingual/ESL Resource Teacher, Verona Area School District, WI

Learn how coaching can support instructional practices and institutional shifts in dual language and ELD programs. Challenge your thinking, engage in reflection, and get practical tools. Whether you are an instructional coach, instructional leader, or classroom teacher, walk away from this session empowered to apply coaching practices to foster positive outcomes for language learners!

Pre-K - 12 | Teachers, Administrators, Other Instructional Coaches
DLE Program Development Early Childhood/Elementary/Secondary, Leadership, Policy and Advocacy
English
Dual Language Instruction in Action K-3rd

Lamy
Selena Enríquez | Third Grade Dual Language Teacher, White Mountain Elementary, NM
Veronica Gómez | Kindergarten Dual Language Teacher, Ruidoso Municipal Schools, NM
Lupita Stewart | Dual Language Teacher, Ruidoso Municipal Schools, NM

This session will focus on dual language instructional strategies that have provided success in K-3 classrooms. Specifically, we will focus on the development of academic language in the areas of literacy and mathematics. The session will include videos of teachers in action, useful materials to take with Q and A, and hands-on activity preparation opportunities.

K - 3 | Teachers
Academic Language Development, Sheltering Content

Estrategias para fomentar la lectorescritura
Tesorque Board Room
Xochitl Anabel Roche | Dual Language Coordinator, ISD/ RGV-TABE Treasurer, TX
Gina Garza-Reyna | TAMUK / RGV TABE President-Elect, TX

Esta sesión les brindará estrategias que pueden desarrollar automáticamente en cualquier área de contenido con sus alumnos de diversos niveles académicos, lingüísticos, y culturales. Los estudiantes podrán aplicar actividades que estimulen el pensamiento crítico, desarrollan el lenguaje académico, y aumentan el interés en leer y escribir a través del aprendizaje con actividades.

Pre-K - 12 | Teachers, Administrators, Students
Academic Language Development, Literacy Development, Teaching for Transfer

Free Language-Learning Software for Indigenous Languages
Pojoaque/NAMBE
Alexa Little | Executive Director, 7000 Languages, NH

We will present 7000 Languages, a nonprofit organization that creates free language-learning software in partnership with Indigenous communities. Our software features 40+ activity types plus resources for teachers, like online classrooms, progress reports, and rapid lesson creation. We will demonstrate the software, show the course creation process, and discuss important guidelines (like language ownership and access).

3 - 12 | Teachers, Administrators, Parents, Researchers, Students, Elders/Community Leaders
Indigenous Language One-Way Programs, STEM/Integrating Technology Education

Story Circles as a Method to Increase Literacy, Maintain Cultural Values, and Encourage Confidence

Ohkay Owinge
Amber Gordon | Teacher, University of New Mexico, Taos, NM

Learn strategies to engage students in bringing culturally relevant bilingual texts alive through spoken word and enhance the experience of literacy practices. These practices can enhance student success in academic coursework and preparation for workforce skills outside the classroom. In presenting story to others, students gain content knowledge, authority over interpretation, and confidence.

7 - 12 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development, Socio-Cultural Responsiveness

Instructional Strategies that Work

Ballroom
Pamela Valkenaar | Teacher, Woodland School District 50, IL
Jennifer Baker | Dual Language Teacher, Woodland School District 50, IL

Experience instructional strategies in four primary areas of dual language classrooms: participation, sociocultural competence, active learning, and sustained language use. These strategies can be used in any content area and will promote academic language development for ALL learners. Participants will actively engage in the strategies, discuss how they can be used in their own classrooms, and have an opportunity to share their own strategies that WORK in dual language classrooms. Teachers will leave with strategies to implement immediately!

3 - 5 | Teachers
Academic Language Development

You Should Talk! Build Oral Language & Make Students Accountable With Academic Discussions About Art

Room C
Barbara Genovese-Fracci | District Program Specialist, Hacienda La Puente Unified School District, CA

In this session, research-proven strategies which develop academic oral language in English and Spanish will be shared. A modeled lesson will demonstrate how to deepen conversation while holding students accountable through discussions about fine art. Handouts of ‘talk moves’ in Spanish and English will be provided to apply across the curriculum, with sample lessons in both languages to try out.

K - 8 | Teachers, Administrators
Academic Language Development
English

An Overview of Preschool GLAD® for Kinder and Preschool DL Programs

Chapel
Laurie Magill | Dual Language Kindergarten Teacher, (Retired), Cien Agus International School, NM
Ines Pérez-Cocor | Teacher, Cien Agus International School, NM

Wondering how to integrate Preschool GLAD® strategies in your dual language early childhood classroom? In this session, we will give an overview of the model and share strategies and materials from our early childhood Preschool GLAD® unit, Animales del desierto Chihuahua. We will focus on how you can get the ball rolling to create your own language-rich, developmentally appropriate, early childhood GLAD® classroom.

PreK - 1 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary, Academic Language Development
English, Spanish

Coyote Literature Project: Libros para las familias

Ballroom
Anita Hernández | Associate Professor, Kidd Chair in Literacy, New Mexico State University, NM
Laura Pargas | Principal, Yucca Heights Elementary, NM
Joseph Mata | Vice Principal, Yucca Heights Elementary, NM

Educators will learn how this 3-month literacy inquiry project helped connect the school to the home, and how parents encouraged their children to grow their reading stamina. Through home visits and parent involvement, our third-grade students demonstrated engaged reading characteristics that transferred to growth on district/state assessments. Educators will attain materials to design their own literature project.

K - 5 | Teachers, Administrators, Parents, Researchers
Biliteracy Development/Teaching for Transfer, Research
Spanish, English

Using WIDA Performance Descriptors to Develop Language Assessments in Dual and Bilingual classrooms

Stiha
Beatriz Maldonado | Director, Berwyn South School District 100, IL
Leah O’Donnell | Literacy Coordinator, Berwyn South School District 100, IL

This session will describe how the district’s curriculum committee used the WIDA Performance Descriptors to identify the language used in their biliteracy units at the word/phrase, sentence, and discourse dimensions. Participants will view samples of Spanish and English units to see how the WIDA Performance Descriptors were used to create language assessments for students in an 80/20 dual language program.

K - 3 | Teachers, Administrators, Students
Common Core State Standards Alignment, Academic Language Development
Spanish, English

Launching a DLE Program: Perspectives from Classroom, School, and District

Terraza
Ariane Holcombe | Principal, Mimosa Elementary, GA
Taylor Barton | Administrator, Fulton County Schools, GA

This session will present multiple perspectives on DLE program development at the elementary level in Fulton County, a large suburban district in Georgia. Format will include presentations from the perspective of the district ESOL coordinator, school principal, and classroom teacher. Targeted audience will be elementary-level building administrators and teachers as well as district-level administrators seeking to develop a dual language education program.

K - 5 | Teachers, Administrators
DLE Program Development Early Childhood/Elementary/Secondary
English

Working Problems from the Inside Out: Putting Students and Real-World Application at the Center

New Mexico
Erin Mayer | AIM4STM Developer, Janet Kahn School of Integrated Arts, NM

Come experience how to take a PARCC, Smarter Balanced, or text-book problem and turn the problem inside out so students are asking the questions and seeing the real-life application of the math. This powerful strategy that works in dual language, bilingual, and English math classes builds students’ positive disposition and adaptive reasoning while providing students many ways to be right in the math classroom.

3 - 8 | Teachers
STEM/Integrating Technology Education
English
What is your Superpower? Marketing for a Dual Language School

Santa Fe
Beatriz Valencia | Community School Coordinator, Hayes Middle School - APS, NM
Antoinette Valenzuela | Principal, Hayes Middle School, NM
Andrea Carabajal | Assistant Principal, Hayes Middle School, NM

What do you do when most of your school population are Spanish speakers and you need to engage parents at your school? You have to develop a superpower: marketing with an objective in mind by developing every document into Spanish and English, and make it as exciting and appealing to different communities. During this presentation, I will show you the successes, the challenges, and the tips of how to make and use different dual language marketing strategies to engage your audience in a school setting.

Pre-K - 12 | Teachers, Administrators, Parents
Socio-Cultural Responsiveness, Family and Community
English, Spanish

Language Variation in the Classroom: Preparing Our Pre-Service Teachers for Linguistic Diversity

Exchange
Margaret Marcus | Student, University of Maryland, MD

Teachers engage with increasingly diverse student populations, but do not always feel prepared to work with linguistically diverse learners. This presentation explores data collected from pre-service teachers in a mandatory course set to increase their critical-linguistic awareness. We used written reflections to capture their development throughout the course. Our research shows that teachers became self-reflective and critical, which has implications for teacher preparation programs and teachers’ work with linguistically diverse students.

K - 5 | Teachers, Administrators, Researchers
DLE Program Development Early Childhood/Elementary/Secondary, Socio-Cultural Responsiveness
English

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DLENM — LA COSECHA 2018
Teaching Students with Trauma: Tools for Teachers of Newly Arrived Refugees and Asylum Seekers

Palace Ballroom B
Patricia Latham | Education Consultant, Center for the Education and Study of Diverse Populations at NMHU, NM
Brittany Karnezis | Specialist, New Mexico Direct Caregivers Coalition, NM

Recent waves of refugees and asylum seekers are entering PreK-12 classrooms across the U.S. These students face obstacles related to trauma and distress other immigrant populations rarely encounter. Many educators feel unprepared to meet the diverse needs of these new students. Join us as we discuss tangible ways teachers can create classroom environments that welcome, encourage, and empower these students.

Pre-K – 12, Higher Education | Teachers, Administrators, Parents, Researchers, Students
Socio-Cultural Responsiveness, Family and Community
English

Developing Academic Language Through Writing

Rivera A
Stella Kong | Associate Professor, The Education University of Hong Kong, HKG

This session presents the pedagogical framework of a project that guides ninth grade students in a late-immersion class in Hong Kong through writing activities. It also presents the analysis of students’ writing to showcase their content-language learning, especially the development of their academic language.

9 – 12 | Teachers, Administrators, Parents, Researchers, Students
Academic Language Development
English

Beauty Behind Detail

Rivera B
Eva de Andrés Presa | Teacher, Tierra Encantada Charter School, NM
Paola Arévalo Sánchez | Teacher, Tierra Encantada Charter School, NM
Aurora del Valle | Teacher, Tierra Encantada Charter School, NM

Students from Tierra Encantada Charter School will demonstrate a detailed analysis of a text. The students will model how they use Close Reading and Project GLAD® strategies to understand the text and infer information.

4 – 12 | Teachers, Administrators, Students
Academic Language Development, Biliteracy Development / Teaching for Transfer
English, Spanish

Bilinguals Have no ‘Borders’

Lamy
Cristina Bennett | Administrator, Ysleta Independent School District, TX
Yudah Diaz | Student, Eastwood High School, YSD, TX
Fernanda Barraza | Student, Bel Air High School, YSD, TX

The Bilinguals Have No Borders presentation best aligns with the Family and Community as well as Program Structure Strands of dual language with a focus on socio-cultural responsiveness. We endorse the notion that school-family connections are strengthened when schools embrace a “funds of knowledge” perspective to better understand the contributions of family to their children’s education and thus are more apt to collaborate with them to ensure the child’s educational attainment.

K – 12 | Teachers, Administrators, Students
Socio-Cultural Responsiveness
Spanish, English

Agradecemos a las Ponentes Destacados de La Cosecha 2018

A special thanks to all those who agreed to join us by invitation to be Featured Speakers in this year’s conference program. These individuals are all committed and influential leaders in their communities and are leading the strengthening and expansion of dual language education across our country.

¡Gracias por ser parte del congreso, La Cosecha 2018!

- David Nieto
- Denise Soler Cox
- Tracey Cordero
- 123 Andrés
- Patrick Werito
- Maritere Rodríguez Bellas
- Emily Bivens
- Annette Acevedo
- Sarita Amaya
- Marialuisa Di Stefano
- Edward Tabet-Cubero
- Güero Loco
- Yuyi Morales
- Patricia Latham-Jiménez
- Francisco Ibarra
- Cristina Sánchez-López
- Theresa Young
- Susana Ibarra Johnson
- Alicia Álvarez-Calderón
- Jennie DeGroat
- Valencia Edgewater
- Manuel Hernández
- Alexa Little
- César Castro
- Xochitl Flores
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VIETNAMESE AMERICAN SPOKEN WORD ARTIST, WRITER AND COMMUNITY ACTIVIST

Highlighted Dual Immersion Featured Speakers

SONIA SOLTRO
REYNA GRANDE
SILVIA DORITA DUQUE DE REYES
JOSÉ LUIS OROZCO
LAURIE OLSEN
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REMEMBER TO STAY CONNECTED WITH CABE
Aretha Franklin

Dubbed the “Queen of Soul,” Aretha was an active, powerful influence on our culture and our relationships with other people. Blending gospel, jazz, rhythm and blues, and pop, Aretha achieved musical stardom: more than 100 singles in the Billboard charts, including 17 Top 10 pop singles and 20 No. 1 R&B hits and 18 competitive Grammy Awards, along with a lifetime achievement award in 1994. “Respect” was more than simply a big hit, it was Aretha's message that advanced interpersonal relationships, women's rights, and civil rights in the U.S. and around the world. Aretha generously gave of herself to the people joining cause for simple justice and human understanding.

John McCain

The son and grandson of four-star navy admirals, McCain served as a pilot during the Vietnam War until his plane was shot down over Hanoi, the capital of North Vietnam. For 5 1/2 years, he was held as a prisoner of war. After his release, McCain retired from the military and moved to Arizona where he served as a Republican Member of the House of Representatives for two terms and as a Senator for three terms. In 1983, McCain joined, democrats on the House Education and Labor Committee in advancing the “Equity and Excellence through Bilingual Education Act” which reauthorized and amended Title VII of the Elementary and Secondary Education Act. One of the most important provisions of the new law was its authorization of programs of “developmental bilingual education” designed to promote true one-way and two-way bilingual programs to achieve student bilingualism and biliteracy. McCain proved himself a hero again by publicly challenging the “English-only” advocates and quietly working behind the scenes to undermine their influence.

Philip J. Beltran, Jr.

Philip, known in Albuquerque as “Chef Phil,” was born and raised in East Los Angeles. After military service he started a successful food truck business in Los Angeles, studied in culinary school, and joined the Hyatt hotel chain where he rose from food preparation to the position of Executive Chef. In 2008, Phil and his wife moved to Albuquerque where he directed food preparation at the city’s Hyatt Regency Hotel until his retirement 2 years ago. Philip’s culinary offerings celebrated Latino culture and pleased people of all backgrounds and cultures. Philip was, as the Albuquerque Journal reported at the time of his retirement, an incredible mentor to aspiring young food workers in Albuquerque with his volunteer work with the culinary program at Central NM Community College.

Arturo Olivas

A California native, Arturo was educated at both Yale University and the University of California at Los Angeles, and taught in LA public schools from 1985 until 1997. In that year he moved with his life partner, Christopher James Gibson, to continue his teaching career and to pursue his passion for art. Arturo is best known for his retablos, images of Catholic saints painted on pine panels, winning national and international awards. His works are held by major galleries and collectors around the world. His obituary aptly noted that “he always wanted to be a teacher and being without children of his own, he devoted his life to children of all ages as a life-long bilingual educator.”

Dr. María Torres Guzmán

Born in Puerto Rico in 1951, María was brought to the mainland by her mother and moved into an Irish-Mexican community in Detroit. When she was 11, the family returned to Puerto Rico where María attended public school and then college. She attend Stanford where she earned both her master’s degree and PhD. Following Stanford, María moved to San Antonio, Texas to work as a parent educator specialist at the Intercultural Development Research Association (IDRA) with bilingual education pioneer Dr. José Cárdenas. María’s experience at IDRA heightened her passion for social justice and directed her interest to teacher preparation. In 1986, María joined the faculty of Teacher’s College in New York City, where she eventually ran the College’s program in Bilingual Bicultural Education. Her passion for multilingual education focused on how to prepare teachers who care about their community and are prepared to fight for its families and students. María won many awards, including the Lifetime Achievement Award from the AERA.

Bernie Figg

Bernie was born in and lived much of her life in Hamilton, Montana working for many years as a medical transcriptionist and office manager. She moved to Albuquerque in 2008 to be near her daughter, Erin Mayer. She volunteered at DLENM making beautiful narrative backgrounds to support the Project GLAD team. Most importantly, she was the beloved class grandma in Erin’s 4th/5th grade class at Janet Kahn School of Integrated Arts, where she built materials for teachers and supported students with reading, artwork and a warm hug whenever needed. She will be missed!

Jorge Torres

Jorge, an anthropologist by trade, was an amazing teacher, student, fighter, comedian, husband, father, friend, and mentor who taught us about commitment, struggle, and humanity. Jorge reached hundreds of students and shared his knowledge of Latin American social movements, indigenous history, and Mexican political, education, and economic systems. He left an impact on many, influencing the identity and of many Chicano and DACA students. He was a grand communicator of ideas and information. On most days, Jorge could be found in the Celiac office connecting with students, faculty, and community members, and always with a smile. His work lives on in all of us. ¡Jorge presente!

Don Reuben Placencio González

¡Ven, para que te levante!
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La Cosecha 2018 + Santa Fe, New Mexico

La Cosecha 2018 Recognizes

NORTH EAST
INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TX
Tradition of Excellence

Dual Language Education of New Mexico Board of Directors and Santillana USA wishes to recognize the fine and committed leadership of North East ISD in their development and sustaining of a model K-12 dual language program in San Antonio. The following are members of the NEISD Team responsible for ensuring DLE success for the students and families of NEISD in San Antonio, TX. ¡Felicitaciones!

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Laura Garza, Asst. Director for Curriculum
Shelby Knecht, Asst. Director for Compliance
Kerry Haupert, Asst. Dir. Newcomers & ESL
Jorge Alvarado, Elem. ELL Specialist
Alejandra Giavedoni, Elem. ELL Specialist
Dr. Jaime Leal-Sotelo, Elem. ELL Specialist
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Elizabet Aquiire, Mid-School ELL Specialist
Isabel Comas-Wood, Mid-School ELL Specialist
Liliana Lom, Mid-School ELL Specialist
Heather Benitez, High School ELL Specialist
Verónica Duffy, High School ELL Specialist
Emma Saldaña, ELL Support Specialist

Curriculum and Instruction Department
Jennifer Gutiérrez: Dir. for Elem. Curriculum
Performance and Planning Department
Terri Chadsey: Executive Director

Campus Administration
Elizabeth Fischer, Principal: Coker ES
Jenae Mai, Principal: Colonial Hills ES
Dr. Ross McGlothlin, Principal: East Terrell Hills ES
Glenn Ford, Principal: El Dorado ES
Anna Nicolai, Principal: Jackson Keller ES
Edward Balderas, Principal: Larkspur ES
Harold Massey, Principal: Oak Grove ES
Christopher Speca, Principal: Roan Forest ES
Diandra Williams, Principal: Vineyard Ranch ES
Estella Wallace, Principal: Regency Place ES
María Guíñez, Principal: Steubing Ranch ES

Gaila Booth, Principal of Olmos ES
Veronica Garza, Principal: Ridgeview ES
Rachel Yates, Principal: Stahl ES
Jana Smith, Principal: Stone Oak ES
John Hinds, Principal: Valzem ES
Todd Bloomer, Principal: Bradley MS
John Smith, Principal: Eisenhower MS
John Bojescul, Principal: Garner MS
Eric Wernli, Principal: Lopez MS
Dana Stohlandse, Principal: Nimitz MS
Pete Martinez, Principal: MacArthur HS

Santillana USA Language Education Experts

La Cosecha Planning Committee invites you to attend one or more of the wonderful NEISD Presentations found this year in the conference program. All presentations focus on the essential leadership supports needed to effectively implement an effective K-12 DLE Program.
La Cosecha 2018 Career Fair Index

Albuquerque Public Schools
EL 3
6400 Uptown Blvd. NE
Albuquerque, NM 87110
Contact: Shannon Johnson
johnson_sha@aps.edu
(505) 880-3700
www.aps.edu

Boulder Valley School District
EL 2
6500 East Arapahoe Road
Boulder, CO 80303
Contact: Lauren Lough
lauren.lough@bvsd.org
303-447-1010
www.bvsd.org

Jeffco Public Schools ESL/DL
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Golden, CO 80401
Contact: Catherine Baldwin
cbaldwin@jefco.k12.co.us
3039826644
www.jeffcopublicschools.org

Kennewick School District
EL 4
1000 W 4th Ave
Kennewick, WA 99336
Contact: Blanca Harvey
blanca.harvey@ksd.org
15092225031
www.ksd.org

Manassas City Public Schools
EL 1
8700 Centreville Road
Manassas, VA 20110
Contact: Billie Wingfield
bwingfield@mcpsva.org
571-377-6025
www.mcpsva.org

Mundo Verde Bilingual Public Charter School
EL 8
30 P Street NW
Washington, DC 20001
Contact: Mariela Puentes
puentes@mundoverdepcs.org
202-750-7060
www.mundoverdepcs.org

Santa Fe Public Schools
EL 6
2516 Cerrillos Rd.
Santa Fe, NM 87505
Contact: Luis De La Cruz
ldelacruz@sfps.k12.nm.us
5054672040
http://www.sfps.info/

La Cosecha 2018
23rd Dual Language Conference
Certificate of Attendance

has attended the
23rd Annual Dual Language Conference
And participated in staff-development workshops for a total of 24 hours

November 14 - 17
Santa Fe, New Mexico

Conference Organizers: David Rogers and Leslie Sánchez
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www.gocabe.org

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steve@estrellita.com
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Contact: Veronica Speer
veronicaspeer68@aol.com
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Contact: Jessica Ortega
JOrtega@geniusplaza.com
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Grand Canyon University
PF 13
3300 W. Camelback Road
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www.wida.wisc.edu
Eldorado Hotel & Spa
309 W San Francisco St.

First Presbyterian Church
208 Grant Ave.
Directly across the street from the Santa Fe Convention Center.

Presbyterian Meeting Rooms
1. Room A/B
2. Room C
3. Chapel
La Cosecha 2018 • Santa Fe, New Mexico

Site Map

Drury Plaza Hotel
828 Paseo De Peralta

9. Rivera A & B 1st Floor
11. Lamy (2nd Floor)
12. Meem (1st Floor)
14. O’Keeffe

St. Francis Auditorium/NM Art Museum
107 W Palace Ave.

New Mexico Museum of Art

St. Francis Auditorium
A shuttle is available between hotels and conference meeting sites for La Cosecha participants at no cost. You can access the shuttle information schedule online at https://www.santafenm.gov/santa_fe_pickup_shuttle.
SAVE THE DATE!

La Cosecha 2019
24th Annual Dual Language Conference
November 12 - 16, 2019 • Albuquerque, NM

www.lacosechaconference.org
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George Mason University

José Medina
Chief Educational Advocate
Educational Solutions

Trisha Moquino
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Keres Children’s Learning Center

John Hilliard
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Join us as we bring together educators, parents, researchers, and dual language supporters from across the U.S. and around the world for La Cosecha 2019!

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