*En comunidad, desde el corazón, hacia la justicia*

*Nihikétł'aah dóó nihiisiit'áájį Bee Nihik'éí 'ayoo'iín iiʼnígíí*
*Binahjį Náásgóó ha'iiniilní dóó bee nihidziil*

*Rooted in Community—Guided by the Heart, in Pursuit of Justice*




# 2026 Friday Program

La Cosecha®
Dual Language Conference • LaCosechaconference.org

DUAL LANGUAGE EDUCATION of NEW MEXICO

# *Programación* ✳ General Schedule

*viernes, el 13 de noviembre de 2026 • Friday, November 13, 2026*

## ***Sesión plenaria*** **• General Session**

Santa Fe Community Convention Center • Sweeny Ballroom

8:00 am – 9:20 am

## ***Sesiones simultáneas*** **• Concurrent Sessions**

9:40 am – 10:50 am
11:10 am – 12:20 pm

## ***Almuerzo*** **• Lunch**

**For those conference attendees with meal purchase.**

Santa Fe Convention Center
12:20 pm – 1:50 pm

## ***Sesiones simultáneas*** **• Concurrent Sessions**

1:50 pm – 3:00 pm
3:20 pm – 4:30 pm

## ***La Cosecha 2026 Powwow***

Santa Fe Community Convention Center • Sweeney Ballroom



# *Sesión plenaria* ✳ General Session

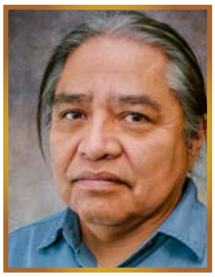
La Cosecha

*viernes, el 13 de noviembre de 2026 • Friday, November 13, 2026*

8:00 am – 9:20 am

## Santa Fe Community Convention Center

**Welcome & Opening Comments**



**Partric Werito**
Project Coordinator of Tribal Initiatives
Dual Language Education of NM



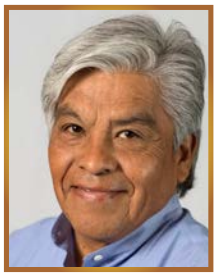
**Introduction of Special Guests**

**Angela Palmeri**
Board Member
Dual Language Education of New Mexico

**Special Guests**



**Dr. Rebecca Blum Martínez**
Board Member
Dual Language Education of New Mexicoo



**Regis Pecos**
Co-Director, Leadership Institute at Santa Fe Indian School

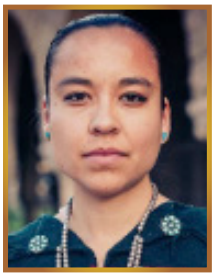


**Dr. Christine Sims**
Associate Professor
University of New Mexico

**Introduction of Keynote**



**José "Azul" Cortés**
Director of Heritage Languages
Dual Language Education of NM



**Keynote**

**Dr. Lyla June**
**Diné (Navajo), Tsétsêhéstâhese (Cheyenne) and European**

**Housekeeping**



**Diego Aguilar**
Board Member
Dual Language Education of New Mexico

**La Cosecha Powwow – Santa Fe Convention Center • Sweeney Ballroom**

## Power Sessions

### Escritura, Arte y Cultura

**Santa Fe Convention Center - Kearney • 9:40 am – 10:10 am**

Silvia Dorta-Duque de Reyes — Associate Professor, Benchmark Education

Vengan todos a revitalizar la enseñanza de la escritura a través del arte y la cultura! Escribiremos desde el corazón, utilizando el arte como texto para promover voz y cultura. Exploraremos la elaboración de pensamientos y sentimientos que promueven escritos significativos y profundos. Practicaremos estrategias para implementar de inmediato.

**Strand: Power Session | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K- 8 | Format: Workshop (Interactive)**

### What the Best Do Differently: Lessons from Schools Where Multilingual Learners Thrive

**Santa Fe Convention Center - Kearney • 10:20 am – 10:50 am**

Ana Aguilar — Vice President of Professional Development, Summit K12

Why do some schools achieve exceptional results for multilingual learners while others struggle with the same resources and challenges? This session explores the practices, systems, and implementation conditions found in high-performing "positive outlier" schools. Participants will examine common success patterns and leave with actionable strategies to strengthen implementation, build educator capacity, and create the conditions that accelerate multilingual learner achievement.

**Strand: Power Session | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12 | Format: Workshop (Interactive)**

### Biliteracy by Design: What Educators Need from a Spanish Literacy Program

**Santa Fe Convention Center - Kearney • 11:00 am – 11:30 pm**

David Cisneros — National Director, Curriculum Associates

Strong biliteracy takes more than two separate literacy blocks. Join us to explore what educators should look for in a K-6 Spanish core literacy program. Using Mosaico Lectoescritura por i-Ready, see how intentional cross-linguistic connections and clear implementation supports help educators turn a biliteracy vision into daily practice.

**Strand: Power Session | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 5(6) | Format: Workshop (Interactive)**

### Fostering Literacy and Content Knowledge Through Oracy / Fomentando la alfabetización y el conocimiento del contenido a través de la Oralidad

**Santa Fe Convention Center - Kearney • 11:40 am – 12:10 pm**

Randall Saenz — Education Programs Manager, Participate Learning

This presentation will define the concept of Oracy and its strands. It will showcase a range of captivating activities and fun games designed to illustrate how Oracy supports Literacy and Numeracy within the Dual Language classroom. Participants will gain a deep understanding of Oracy and how it serves as a scaffold to the development of writing, content knowledge (math, science and social studies), and overall academic language proficiency. Join us and receive a comprehensive toolbox of engaging best practices that promote language development effectively.

**Strand: Power Session | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K- 8 | Format: Workshop (Interactive)**

### Practice Makes Proficient: Rehearsing Hard Conversations with AI

**Santa Fe Convention Center - Kearney • 1:50 pm – 2:20 pm**

Berenice Pernalete — Founder & Head of Product, Instituto Mundo Verde
Jennifer Kouakeu — Senior Manager of Learning Innovation

Teachers rehearse on real students and families from day one. What if they could practice first? In this hands-on Power Session, we'll rehearse a tough family conversation together using the IMV Coach, a free AI simulator built by bilingual educators. You'll meet Ms. Bell, a skeptical grandparent of a multilingual student with special needs, see two layers of instant, non-evaluative feedback, and leave with a simple plan to bring rehearsal to your school.

**Strand: Power Session | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12 | Format: Workshop (Interactive)**

**Power Sessions**

## Spanish Structured Literacy

**Santa Fe Convention Center - Kearney • 2:30 pm – 3:00 pm**

Alejandra Benítez — Consultant, Paso Por Paso

Discover how to teach Spanish literacy explicitly, systematically, and effectively—from phonological awareness and phonics to fluency, vocabulary, comprehension, and writing. Explore how to manage cognitive load, build automaticity and metacognitive skills, and help students become increasingly automatic and strategic readers. Examine common misconceptions about Spanish literacy and learn how Spanish's unique linguistic features should inform instruction in bilingual classrooms.

**Strand: Power Session | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12 | Format: Workshop (Interactive)**

## Siempre Bilingüe: Engaging Multilingual Learners Across the Four Language Domains

**Santa Fe Convention Center - Kearney • 3:10 pm – 3:40 pm**

Claudia Fernandez — Consultant, Houghton Mifflin Harcourt

Experience engaging activities that support listening, speaking, reading, and writing in English and Spanish. Participants will explore practical, ready-to-use routines that strengthen language development, foster biliteracy, and build on the linguistic and cultural assets of multilingual learners. Attendees will leave with resources and strategies that can be implemented immediately in dual language and multilingual classrooms.

**Strand: Power Session | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12 | Format: Workshop (Interactive)**



Indigenous Language Support™

La Cosecha
DUAL LANGUAGE CONFERENCE
NOV 10 - 14, 2026 • SANTA FE, NM

DUAL LANGUAGE EDUCATION of NEW MEXICO

# INDIGENOUS LANGUAGE EDUCATION INSTITUTE

## ANASAZI SOUTH - ELDORADO HOTEL

Join us for a day of learning, dialogue, and collaboration with Indigenous language leaders and educators as they share their work in advocacy, teacher preparation and regulations, Indigenous dual language programs, and efforts to build sustainable language programs within schools and communities—all centered on strengthening Indigenous languages and ensuring they thrive for generations to come.

## NOVEMBER 13, 2026

## 8:00 AM - 4:30 PM

**FEATURED SPEAKERS INCLUDE:**

**RONALDA TOME-WARITO, LORENE WILLIS, KEVIN MITCHELL, VALARIE BELLSON**

**DR. CHRISTINE SIMS & DR. CARLOTTA PENNY BIRD**

**DARRIN ROCK, DR. BERLINDA BEGAY, DR. AUDRA PLATERO, CELESTE NARANJO**

**MELISSA CANDELARIA, PRESTON SANCHEZ**

DLTA
Diné Language Teachers Association

New Mexico Tribal Language Consortium
NMTLC

## Dynamic Special Education Evaluation Protocols in Dual Language

**Drury Hotel - Lamy**

Ms. Katie Nerstheimer — Director, International Charter School
Lori Marshall — Teacher, International Charter School
Annetti Perea — Teacher, International Charter School

This session explores legally sound practices for identifying and using culturally and linguistically responsive data when working with multilingual learners (MLLs) in dual language, from referral through evaluation and special education identification. Presenters highlight equitable assessment approaches, including the use of bilingual evaluators, dynamic assessment, and strong collaboration with educators and families. Participants will examine the distinction between language difference and language disorder, review current regulations, and consider sustainable practices for supporting dually identified students in dual language settings.

**Strand: Special Education for Multilingual Students | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Higher Education | Grade Level: K- 8**

## Sankofa: Black and Bilingual Brilliance in Dual Language Education

**Drury Hotel - Meem**

Dr. Jasmine Brann — Administrator, Lifelong Earners, LLC

Grounded in the African principle of Sankofa—"go back and get it"—this engaging and interactive session explores how educators can cultivate Black and bilingual brilliance in dual language education across the country. Through real-world examples and practical strategies, participants will examine how to design learning environments that honor Black students' linguistic and cultural assets while advancing equity for all. Attendees will leave inspired and equipped to deepen student engagement, and create more humanizing, inclusive, and transformative language learning experiences for Black students and their peers.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers | Grade Level: K-20**

## The Bilingual Brain

**Drury Hotel - O'Keefe**

Ruth Teeple — Dual Language Mentor
Edelia Galvan — Dual Language Mentor
Raquel Hoover — Dual Language Mentor

This is a session to learn about the differences between the bilingual brain and the monolingual brain. Using different resources and research, as well as the book titled "Bilingualism" by Gardner-Chloros, Penelope ©2024, we will explore the brain itself, the monolingual brain and the bilingual brain. We will also explore the cognitive effects learning a second language has on the brain and this affects students performance at school. Lastly, we will discuss how we can utilize this new information in our everyday teaching to support our bilingual students.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

## Every Voice, Every Language, Every Learner: Bilingualism Making a Difference — Let's Count the Ways!

**Drury Hotel - Palace Ballroom A**

Dra. Elizabeth Valenzuela — Associate Professor, Association of Bilingual Education New Mexico
Korina Cordova — Board Member, Association of Bilingual Education New Mexico
Susana Ibarra Johnson — Board Member, Association of Bilingual Education New Mexico

This session highlights bilingual multicultural education initiatives across New Mexico that demonstrate the many ways bilingualism makes a difference. These initiatives span Dynamic Biliteracy professional learning opportunities, biliteracy assessment practices, grow-your-own bilingual educator pathways, and a shared undergraduate bilingual multicultural education degree. Together, they demonstrate the importance of ensuring that every voice, every language, and every learner's cultural and linguistic gifts are nurtured and sustained through advocacy.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Parents | Grade Level: K-20**

## Morning Concurrent Sessions Overview — 9:40 am -10:50 am

### Speech & Language Strategies to Support All Learners in the Dual Language Classroom

**Drury Hotel - Palace Ballroom B**

Rebecca Dressendorfer — Speech Language Pathologist, Waukegan Public School District #60
Sharon Rzyski — Speech Language Pathologist, Mundelein High School District #120

Two bilingual speech language pathologists will take you on a language development journey where strategic connections are made between special education & multilingual education. Come learn some new strategies that can support your students from Pre K to 12 grade, while you get a better understanding of your role in effectively identifying students with language needs & collaborating with related service providers. We will explore instructional strategies to meet the needs of ALL students, including those who benefit from both special education and multilingual education support.

**Strand: Special Education for Multilingual Students | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12**

### What's New with the State Seal of Bilingualism-Biliteracy?

**Drury Hotel - Rivera A**

Daisy Barnard — Administrator, New Mexico Public Education Department Language and Culture Division

The New Mexico State Seal of Bilingualism-Biliteracy (SSBB) honors graduating seniors who have demonstrated proficiency in two or more languages and celebrates the extraordinary linguistic and cultural diversity of New Mexico. Come learn about the SSBB and how it can be used to further language exploration, preservation and revitalization. This presentation will also focus on the exciting new SSBB Senderos K-12 pathways program designed to support multilingual learners and their schools from Kindergarten to the State Seal!

**Strand: Indigenous Language Revitalization | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Parents, Students, Community | Grade Level: K - 12**

### A K–12 Dual Immersion Journey: Preparing Students Academically, Linguistically, and Globally

**Eldorado - Anasazi North**

Dr. Alejandra Uribe — Director, Napa Valley Unified School District
Alejandra Uribe — Director for Multilingual Learners and Parent Engagement, Napa Valley Unified School District
Margarita Solorio, M.Ed. — Teacher at Napa Valley Language Academy, Napa Valley Unified School District
Yara Abad — Teacher at Pueblo Vista Magnet School, Napa Valley Unified School District
Evelyn Vega — DLI teacher at Unidos Middle School, Napa Valley Unified School District
Miguel Calderon — DLI teacher at Unidos Middle School, Napa Valley Unified School District
Esther Colorado — DLI teacher at Napa High School, Napa Valley Unified School District

This session explores a K–12 dual immersion pathway in Napa Valley Unified School District designed to build linguistic, academic, and global competence. Panelists from elementary, middle, and high school will share insights on program structure, curriculum alignment, and assessments, including DELE preparation. In addition, the program emphasizes family and community engagement. The K-12 Dual Immersion Pathways and was recently recognized with the California Golden Bell Award. Presentation will be in English and Spanish.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Community | Grade Level: K - 12**

### Advocating for Native American students in New Mexico Public Schools

**Eldorado - Anasazi South**

Ronalda Warito — School Board Member, Albuquerque Public Schools
Lorene Willis — Dulce Independent School District
Kevin Mitchell — Gallup Independent School District
Valerie Bellson — Zuni Public School District

Native American school board members will share their experience from districts serving a high percentage of Native American students. These districts have received increased state and federal funds in recent years. Their role in determining how these funds are utilized in New Mexico's public schools have been focused on Indian Education and Native language programs that are essential to serving Native American students.

**Strand: Indigenous Language Revitalization | Language: English, Diné, Jicarilla Apache, Zuni**
**Intended Audience: School board members, superintendents, coordinators, teachers, parents | Grade Level: Not specified**

### Accelerating Language Development Across Disciplines

**Eldorado - Ballroom A**

Dr. Jeff Zwiers — Author, Consultant

This workshop equips educators to use content and learning to foster rich and lasting language development--and vice versa. We will focus on how to identify language strengths and needs in order to decide how to reinforce key language skills with other language skills. For example, if students need more work on the using language in writing, we will look at (through video and live practicing) how to use reading, talking, listening, interpreting, and representing to support writing. All along we will focus on fostering authentic communication instead of pseudo-communication.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: 6 - 8**

## Beyond Language: Building Collective Futures in Dual Language Education

**Eldorado - Ballroom B**

Dr. Claudia Cervantes-Soon — Professor of Bilingual & Multilingual Education, Arizona State University

Dual language education has long been celebrated for promoting bilingualism, biliteracy, and, more recently, critical consciousness. This keynote invites educators to consider a broader question: What kinds of relationships are we cultivating through dual language education? Drawing from borderlands, decolonial, and solidarity perspectives, the session proposes critical solidarity as a guiding vision for fostering reciprocity, belonging, and collective responsibility. Through stories and critical reflection, participants will explore how dual language education can help nurture relationships of justice and collective futures.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K-20**

## Aprendiendo a leer cantando y a cantar leyendo

**Eldorado - Chapel**

Maestro Nathaniel Kuster — Teacher, Longfellow Elementary School

Le invitamos a que asista a este taller dinámico, didáctico, y de uso inmediato. En este taller vamos a cantar y leer juntos. Usted podrá usar lo que aprende en este taller en su salón justo al volver a su escuela o colegio. Usted se llevará un libro de canciones invaluables para sus estudiantes.
Sabemos que usar la música y el canto en nuestra enseñanza es una de las prácticas educacionales óptimas. En cuanto el estudiante sepa cantar la canción puede leer la letra en dos idiomas.
Traigan su charango, su ukulele, su guitarra, y cantemos juntos. Este taller es una celebración del hecho innegable de que el ser humano es un ser que nació para aprender. Este taller es presentado en español.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

## Shared Leadership and Trust to Build Aligned, Sustainable Systems in Dual Language Schools

**Eldorado - Zia A**

Maestra Ángela Yong — Instructional Specialist, Las Palmas Elementary School
Jesús Becerra — Administrator, Las Palmas Elementary

Join an elementary principal and MTSS specialist as they share how trust and shared leadership built aligned systems in one dual language school and how they are thoughtfully recreating them in a second school. Explore how a shared “why” among students, staff, and families, common professional language, and collaborative standards unpacking strengthened instructional rigor and data-driven support. Through reflection, activities, and discussion, participants will identify practical strategies for building sustainable systems that support multilingual learners, families and staff collaboration.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

VISTA

# LANGUAGE AND LITERACY SOLUTIONS FOR ANY K–12 DL CLASSROOM

LANGUAGE • LITERACY • CULTURE



## SPANISH LITERACY




Grades K–5




Grades 6–12

## DL SUPPLEMENTAL LITERACY SOLUTION

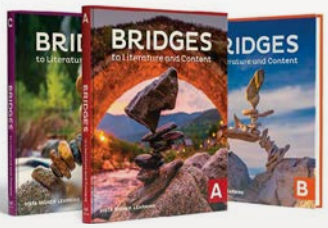



Grades K–8

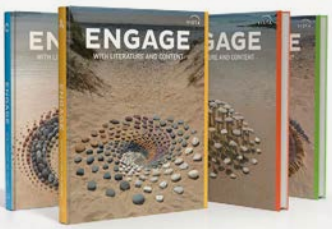
## ELD AND ENGLISH LITERACY




Grades K–6




Grades 6–8




Grades 9–12

## NEWCOMER & BEGINNER PROGRAMS




Grades 1–6




Grades 6–12

## PHONICS PROGRAMS (SPANISH/ENGLISH)




Grades K–1




Grades K–3

**Learn more about our dual language solutions**

## From Support to Sustainability: Strengthening Dual Language Leadership

**Eldorado - Zia B/C**

Aracely Suarez — Manager, Coaching Services, Ensemble Learning
Erica Galindo — Director Bilingual Programs, Georgetown ISD
Yvette Soliz — Principal, Hays CISD
Patricia Melgar-Cook — Director of Multilingual Education & Migrant Programs, Hays CISD

This engaging panel discussion brings together leaders from grant-participating schools to share their experiences, insights, and lessons learned in strengthening dual language implementation through leadership practices aligned to the TxEDLIF Leadership Lever. Panelists will reflect on how coaching, professional learning, and cross-department collaboration have supported instructional improvement and strengthened systems for sustainable implementation. Through firsthand experiences and reflections on student outcome data, panelists will highlight the impact of intentional leadership, aligned systems, and ongoing professional development on emergent bilingual student achievement. Participants will gain practical insights and actionable strategies to strengthen leadership practices and advance dual language programs in their own schools and districts.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education, Community | Grade Level: K - 12**

## Chatbots and Cultura: A Multilingual AI Lab

**Hilton - Canyon 1**

Elmer Castro — Instructional Specialist, ESC Region 20
Joel Rodriguez — Coordinator, ESC Region 20
Eduardo Perez — Coordinator, ESC Region20

Participants will learn how to design prompts that strengthen speaking, listening, reading, and writing while maintaining rigor. Walk away with practical frameworks to accelerate feedback, differentiate without lowering expectations, and ensure AI advances language development; not replacing instruction. This session reframes AI as a precision scaffold for Emergent Bilinguals, shifting it from shortcut to strategic support that expands access, amplifies student voice, and drives measurable language acquisition and academic growth.

**Strand: Integrating Technology | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Higher Education | Grade Level: K-20**

## Designing with Nature: Fibonacci & Dual Language STEM / Diseñando con la Naturaleza

**Hilton - Canyon 2**

Mary Carmen Sanchez — Teacher, Los Padillas ES
Ludyvina Gomez — Instructional Specialist, Los Padillas Elementary School

This session explores how elementary dual language classrooms can integrate Environmental STEM and mathematical concepts like the Fibonacci sequence through patterns in nature. Participants will learn how to design engaging, inquiry-based lessons that build both content knowledge and academic language in a 50/50 bilingual setting. Using real-world examples, attendees will see how students connect observation, problem solving, and language development across disciplines. The session also highlights structures for grade-level collaboration to align instruction and strengthen implementation. Educators will leave with practical strategies to create meaningful and culturally responsive learning experiences.

**Strand: Integrating Technology | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Community | Grade Level: K - 5(6)**

## Family Engagement Isn't a Flyer: Stop Inviting and Start Partnering with Multilingual Families

**Hilton - Chapel**

Denise Nieto Hernandez — CEO and Founder, Desert Star Solutions

If family engagement is limited to flyers, events, and translation, it is not engagement—it is compliance. This session challenges educators to rethink practices that exclude multilingual families and shift toward authentic partnership. Participants will learn to design systems that center trust, language, and cultural assets while elevating family voice and building sustainable, equity-driven partnerships that support student success.

**Strand: Family and Community Partnerships | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education | Grade Level: K - 12**

## Materiales auténticos para la inmersión dual en secundaria

**Hilton - Mesa A/B**

Ishtar Rosario Medina — Teacher, Eastern Carver County Schools

Los programas de inmersión dual en secundaria requieren más que materiales traducidos: exigen un diseño integral que conecte contenido, lenguaje y experiencias auténticas. Esta sesión presenta ejemplos de cursos de historia en español y Spanish Language Arts, incluyendo escritura académica, proyectos e intercambios. Los participantes explorarán cómo integrar estos elementos para desarrollar biliteracidad, pensamiento crítico y compromiso auténtico en sus propios contextos.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Students | Grade Level: 9 - 12**

## Inspiración literaria para aulas bilingües: aprendizajes desde la FIL Guadalajara

**Hilton - Mesa C**

Mrs. Mayra Moncada — Teacher, Christine Duncan Heritage Academy
Hilda Rivera — Instructional Specialist, CDHA
Alicia Garcia — Instructional Specialist, CDHA

Esta presentación comparte experiencias vividas en la Feria Internacional del Libro de Guadalajara, destacando los encuentros con autores e ilustradores y su impacto en la alfabetización, la educación bilingüe y la conexión cultural. A través de estas vivencias, se ofrecen ideas prácticas para fomentar la lectura y fortalecer el bilingüismo en contextos educativos y comunitarios, alineadas con la misión de Books del Sur de promover la literatura en español y culturalmente relevante.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents | Grade Level: K- 8**

## Beyond Homework: Helping Families Support Dual Language Success

**Hilton - Pecos**

Dr. Myrna Rosado Rasmussen — Founder and CEO, National Multilingual Services

What can families really do to support children in a dual language program? Drawing from real-world Dual Language Parent Academy experiences, this interactive session explores common questions and misconceptions about bilingualism, biliteracy, language allocation, homework, and home-language development. Participants will examine practical ways schools can engage both Spanish-speaking and English-speaking families, strengthen home-school partnerships, and help parents become informed and confident partners in their children's bilingual journey.

**Strand: Family and Community Partnerships | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: K - 5(6)**

## Shaping Identity in Multilingual Spaces

**La Fonda - Exchange**

Alia Hadid — Associate Professor, Rhode Island College

This presentation explores the powerful impact of translanguaging on our learners. By allowing students access to their full linguistic repertoire, translanguaging helps create '…a social space for the multilingual user by bringing together different dimensions of their personal history, experience, and environment…' (Li Wei, 2011, p. 1223). In doing so, it enables students to be true to themselves, find their voice, and actively engage in their learning.
Through a case study, as well as discussions, music, and poetry, the audience will see how translanguaging can shape students' identities, foster empowerment, and support their growth.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Parents, Students, Higher Education | Grade Level: K-20**

## Transnational Knowledges: International Visiting Teachers in K-12 Dual Language Bilingual Education

**La Fonda - La Terraza**

Nelly Patiño-Cabrera — Program Coordinator/President, Multnomah Education Service District/ OABE
Nelly Patiño-Cabrera — Program Coordinator/President, Multnomah Education Service District/ OABE

This Leadership-strand session is for Dual Language Bilingual Education (DLBE) teachers, coaches, and administrators. Presenters will share findings from a qualitative study of International Visiting Teachers (IVTs) working in Oregon DLBE programs. The study centers IVTs' experiences and reveals their pathways and how they support bilingual instruction while contributing valuable transnational knowledges. Drawing on interview data, presenters will facilitate discussions on belonging, recognition, and how leaders can affirm, support, and learn with IVTs en acompañamiento in DLBE settings.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education | Grade Level: K-20**

## Morning Concurrent Sessions Overview — 9:40 am -10:50 am

### Redefining Dual Language Leadership: The Dual Language Learning Leadership Lab

**La Fonda - Lumpkin Ballroom N**

Susanne Peña — Assistant Professor, Florida International University
Dr. Jordan Gonzalez — Associate Professor, St. John University

This session introduces the Dual Language Learning Leadership Lab (DL Triple L), an innovative model transforming how administrators are trained and supported in dual language programs across Long Island. In partnership with the Eastern Suffolk BOCES Regional Bilingual Education Resource Network, the model integrates virtual learning and data-driven inquiry cycles. Participants will examine impact data—including examples from inter-visitations—and leave with actionable strategies to replicate the model in their own districts.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English**
**Intended Audience: Administrators, Researchers, Higher Education | Grade Level: K - 12**

### Creating a Multilingual Literacy Studio: Leadership, Learning, and Practical Steps

**La Fonda - Lumpkin Ballroom S**

Dr. Dawn Wink — Professor, Eastern New Mexico University
Dr. Elizabeth M. Lester — Associate Professor, Eastern New Mexico University
Tsitsi Nyabando — Associate Professor, Eastern New Mexico University

Literacy, biliteracy, and multiliteracies lie at the heart of the journey as we create inclusive, regenerative pathways that foster sustainable development and strengthen community economic and social empowerment. We respond to the questions, tasks, decisions, and actions that go into creating a dual language pedagogically-sound center where people of all ages gather for language, literacy, and learning. Using the development of the Eastern New Mexico University Language and Literacy Studio as a leadership case, presenters trace the evolution from an initial literacy center to a sustainable multilingual language and literacy studio shaped by community needs, funding realities, and instructional vision.

**Strand: Leadership: Research, Policy, and Advocacy | Language: Spanish, English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Parents | Grade Level: K-20**

### Rooted Recognition: Celebrating Bilingual Excellence as Equity Work

**La Fonda - New Mexico**

Arcema Tovar — Executive Director of Multilingual and Federal Programs, Hillsboro School District
Ana Buthe — PK-12 Dual Language TOSA, Hillsboro School District

Join us as we explore how intentional celebration and recognition of our bilingual students' linguistic wealth serves as critical equity work. Through the lens of the Oregon State Seal of Biliteracy pathway, we'll examine how recognizing our students' biliterate skills combats deficit-based frames, positions linguistically diverse families as equal partners, and centers the heart of our work—our students. Learn practical, relational, and systemic strategies for meaningful recognition at every transition point in a student's K-12 journey, from elementary certificates to high school celebrations that honor individual growth.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Higher Education, Community , Researchers | Grade Level: K-20**



## From Neuroscience to Can-Do Philosophy: Learning Science for ML Scaffolds

**La Fonda - Santa Fe**

RACHEL Howard de Cuevas — Teacher, Montgomery County Public Schools, MD

This session explores how a Science of Learning framework can strengthen instruction for multilingual learners through a WIDA Can Do, asset-based lens. Participants will examine how Learning Science principles such as cognitive load, retrieval, productive struggle, and metacognition can inform decisions about when, how, and why we scaffold. Using classroom examples and practical tools, participants will analyze and redesign linguistic, collaborative and metacognitive scaffolds to support both access to rigorous learning and increasing student independence. Grounded in the WIDA ELD Standards Framework, the session challenges educators to think beyond simply providing more support and instead design scaffolds that serve as “wings, not crutches.” Participants will leave with practical strategies, a framework and tools they can immediately apply to their own instruction.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 5(6)**

## From Talk to Text: How Oracy Drives Reading and Writing Development

**La Fonda - Stiha**

Dr. Sandra Mercuri — Retired Educator, SMEC
Vivian Pratts — Retired Educator, Okapi Educational publishing

Research shows students learn through talk—but are we explicitly teaching them how? This session explores oracy as a pathway to reading and writing, highlighting how structured, purposeful dialogue builds confidence, deepens thinking, and improves literacy achievement across content areas. Grounded in research, participants will engage in practical strategies to scaffold academic conversations, make thinking visible, and support language and literacy development.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## From Sounds to Fluent Reading: A Spanish-First Approach to Foundational Skills

**Santa Fe Convention Center - Coronado/DeVargas**

Lucia Rocha — Founder, Hola Books

Effective Spanish literacy instruction must begin with the linguistic structure of Spanish—not with an English phonics sequence translated into Spanish. In this session, we will explore how Spanish phonology, syllable structure, transparent orthography, and morphology should shape foundational-skills instruction. We will examine a Spanish-first progression from vowel automaticity and syllable blending to complex orthographic patterns, multisyllabic words, and fluency. Participants will engage and connect explicit instruction with aligned decodable text, and leave with clarity for evaluating materials and planning instruction that supports confident, fluent, and biliterate readers.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: Pre-K - 2**

## Literacy Squared’s Paired Literacy: Designing Units with Purposeful Cross-Language Connections

**Santa Fe Convention Center - O'Keefe/Milagro**

Dr. JODY SLAVICK — Director, Literacy Squared/BUENO
Stephany Cáceres-Mateo — Student, University of Colorado Boulder
Claudia Norez — Student, CU Boulder School of Education

The Literacy Squared® team has been designing and developing paired literacy units in Spanish/English dual language bilingual programs for more than two decades. We will discuss the research behind paired literacy and demonstrate how connections should be made between languages throughout a unit in purposeful and coordinated ways in order to maximize students’ linguistic repertoires. Walk away with fresh ideas on how to coordinate your Spanish and English literacy environments to maximize conceptual and language learning.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: K - 5(6)**

## Morning Concurrent Sessions Overview — 9:40 am -10:50 am

### Understanding and Implementing Sociocultural Competence and Critical Consciousness in the Classroom

**Santa Fe Convention Center - Peralta/Lamy**

Juan Freire — Associate Professor, Brigham Young University

This presentation defines and examines the distinctions between sociocultural competence and critical consciousness within dual language bilingual education, with a particular focus on minoritized students. It also explores practical ways to implement these principles in the classroom, drawing on illustrative examples from the literature.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education | Grade Level: K-20**

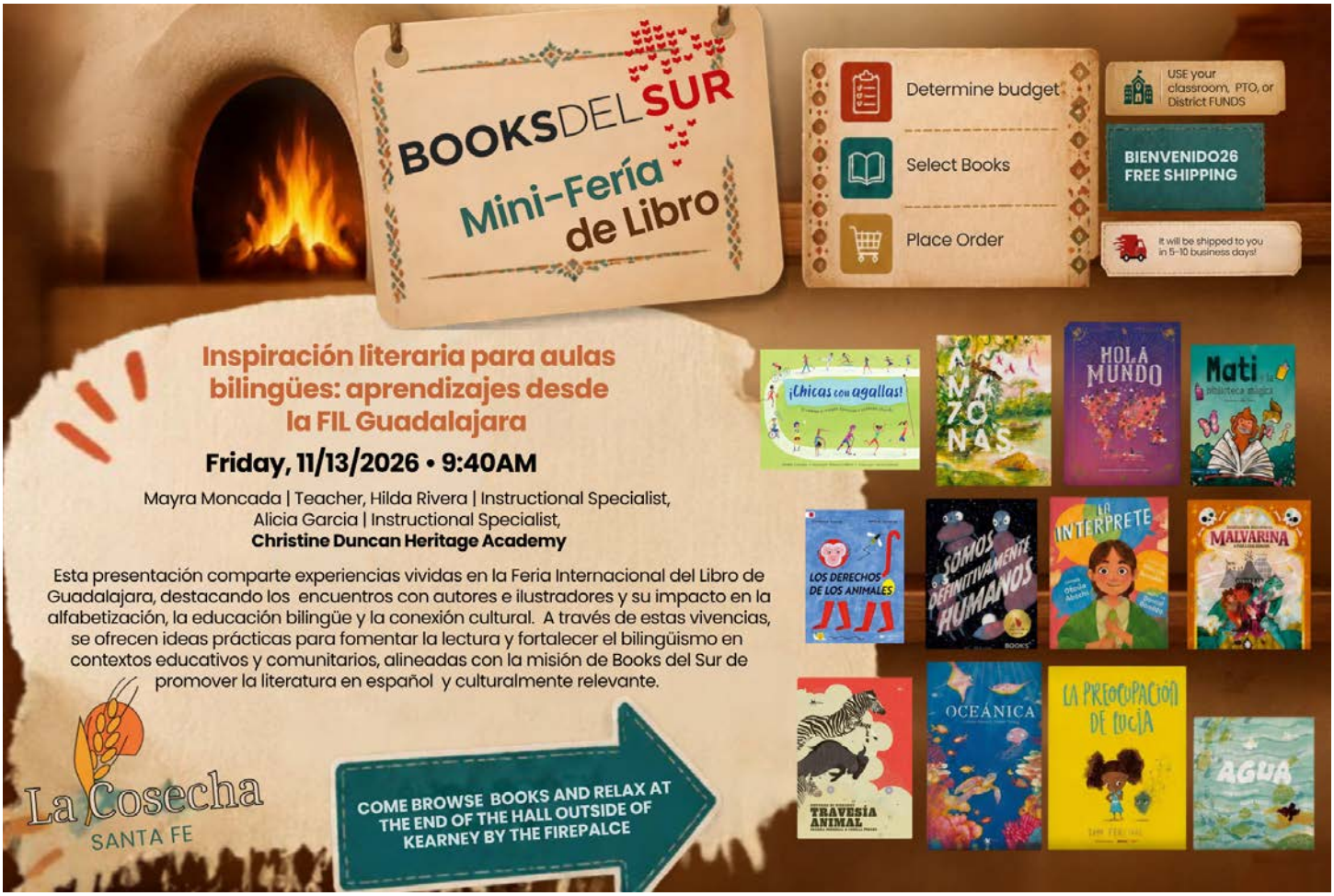
### Cross-Linguistic Connections in Dual Language Programs

**Santa Fe Convention Center - Pojoaque/NAMBE**

Mrs. Patricia Montes Pate — Senior Program Manager, Sobrato Early Academic Language
Jennifer Clinkscales — Senior Program Coordinator, Sobrato Early Academic Language

Step inside a classroom to see how cross-linguistic connections come to life and how they can transform biliteracy development. In this interactive session, SEAL brings you into real classrooms through video to experience a proven, research-based approach in action across diverse school communities. You'll explore strategies like, theDictado, Así se dice and Metalinguistic Anchor Charts through guided analysis. Walk away with adaptable tools to intentionally bridge languages, strengthen transfer, and advance biliteracy in ways that respond to your student needs.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**



## Bridging Brains and Bilingualism: Applying the Science of Learning in Dual Language Classrooms

**Drury Hotel - Lamy**

Emy Tomita — Instructional Coach, Aldine Independent School District

A wise person once said: “Knowing how to read the map is not the same as knowing how to reach the destination”. The same goes for dual language teaching—knowing two languages is one thing; teaching them skillfully for deep learning is another. This interactive session bridges bilingualism and the science of learning, connecting cognitive principles like attention, memory, and cognitive load to high-impact, culturally responsive practices. Through real-world examples, participants will explore how to maintain instructional coherence, support diverse learners, and apply the science of learning to elevate both language and content mastery in dual language classrooms.

**Strand: Academic Language Development Through Content Instruction | Language: English, Spanish**
**Intended Audience: Administrators, Teachers | Grade Level: K - 12**

## Not Just in June: Representación LGBTQIA+ en clases bilingües

**Drury Hotel - Meem**

Deirdre Beet — Teacher, Montgomery County Public Schools
Serena Keeney-Horsch — Teacher, Montgomery County Public Schools

Durante esta presentación bilingüe, les participantes examinan experiencias y perspectivas diversas a través de discusiones sobre cómo incorporar la representación LGBTQIA+ en sus clases de lenguaje dual. There are multiple opportunities to form a plan of action with strategic lessons, equitable resources and best practices, and conversations around developing students’ bilingualism and biliteracy. Con una lente de conciencia crítica, les participantes reflexionan, planifican y abogan por la representación LGBTQIA+ en sus salones y más allá con las herramientas que aprenden en esta sesión.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: Spanish, English**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education | Grade Level: K - 12**

## Math Manuals, Hidden Messages, and Multilingual Equity: A Hands-On Redesign Session

**Drury Hotel - O'Keefe**

Ms. Amanda Niedzwiecki — Instructional Coach, Carver Dual Language School

Translation alone does not assure equity. The multilingual support provided in translated math teacher’s manuals can sometimes reinforce deficit assumptions of students' linguistic abilities and identities. Participants will engage in critically examining the scaffolds for multilingual students provided in teacher’s manuals by exploring the messages they send about emergent bilingual students and identifying missed opportunities for asset-based thinking. Then, participants will rewrite a scaffold in a way that centers student voices and supports their authentic language development.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 5(6)**

## Small School, Big Voice: Dual Language for Equity in Lares / Pequeña escuela, potente voz: Por la equidad de una educación bilingüe en Lares

**Drury Hotel - Palace Ballroom A**

Angélica Echevarría Acevedo — Administrator, Escuela Elemental George Washington Lares PR
Ramonita Ruiz Vélez — Dual Language Elementary Teacher, George Washington University, Lares PR

This session shares the story of a small rural school (149 students) in the mountains of Lares, Puerto Rico, where a Dual Language program was developed to promote fairness and opportunity for all students. By using culturally responsive teaching and strong family and community support, the school overcame bureaucratic challenges. The session highlights how teamwork and local commitment helped ensure all students develop their voice, access learning, and grow in both languages, aligned with equity and effective Dual Language practices.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Community | Grade Level: K - 5(6)**

## Habla, reflexiona y crece: retroalimentación para elevar el lenguaje y el pensamiento

**Drury Hotel - Palace Ballroom B**

Ana Garcia Garcia — Instructional Coach, DCIS at Fairmont

En las aulas de enseñanza dual, los estudiantes necesitan herramientas explícitas para desarrollar la oralidad, la reflexión y el lenguaje académico en ambos idiomas. Esta sesión, dirigida a maestros de primaria (3–5) y coaches, presenta estrategias prácticas de retroalimentación que integran contenido y lenguaje. A través de ejemplos reales, los participantes aprenderán rutinas, apoyos lingüísticos y estructuras para que los estudiantes analicen su trabajo, identifiquen criterios de éxito, próximos pasos y ofrezcan retroalimentación significativa a sí mismos y a sus compañeros.

**Strand: Academic Language Development Through Content Instruction | Language: Spanish**
**Intended Audience: Teachers, Administrators, Community | Grade Level: K - 5(6)**

## Entrelazando lenguaje y contenido: A Sequence for Explicit Language Teaching in Secondary DLE

**Drury Hotel - Rivera A**

Jennifer Velazquez — Teacher, Spanaway Middle School
Cory Mathieu — Associate Professor, Western Washington University

Come to this engaging bilingual workshop to learn about and experience research-based strategies para entrelazar explicit content and language instruction in secondary Dual Language Education (DLE) classrooms. After briefly sharing the how and why of an instructional sequence based on language acquisition principles, presenters will engage participants in activities straight from the Spanish language arts classroom. There will be ample opportunities throughout the workshop for bilingual discussion, reflection, and application to diverse DLE contexts and content areas.

**Strand: Academic Language Development Through Content Instruction | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: 6 - 8**

## Support Home Languages by Making your own Dual Language Books

**Drury Hotel - Rivera B**

Dr. Kip Austin Hinton — Associate Professor, University of Texas Rio Grande Valley

Dual language books support biliteracy and reflect real-world experiences of emergent bilinguals in a school. For this study, teachers followed a process to create homemade books with illustrations. The book's story content could include folktales of a community, children's perspectives on pop-culture phenomena, and much more. Effective books leveraged interests of the kids; presented languages equally; were culturally responsive to a specific community; considered emotional needs; and integrated state standards, especially around literacy. Whether a classroom is additive or subtractive, homemade dual language books will increase the presence of the home language.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Researchers, Community | Grade Level: K - 5(6)**

## Dual Language Immersion Programs in LAUSD and the Potential for Equitable Learning Opportunities

**Eldorado - Anasazi North**

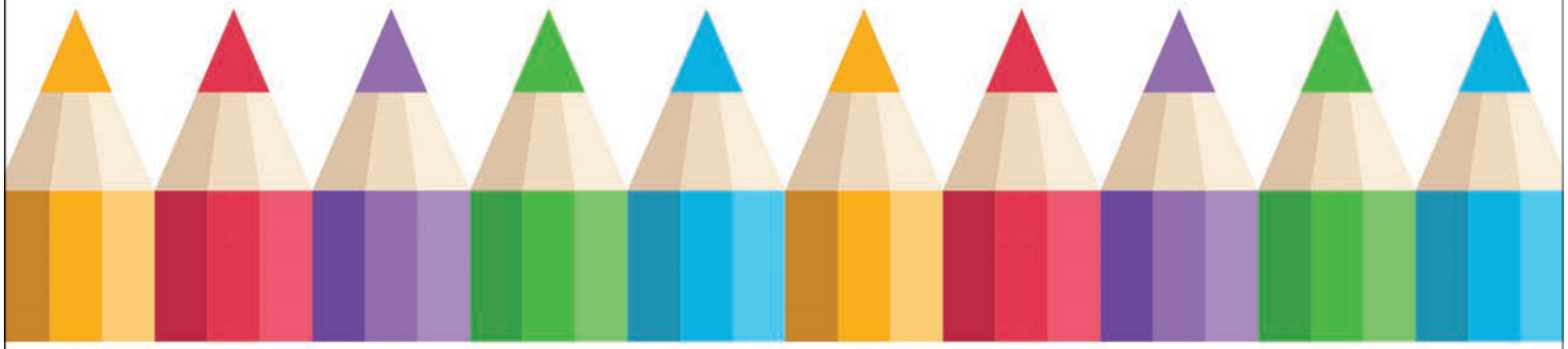
Francesca Lopez — Professor, University of Wisconsin, Madison
Claudia Cervantes-Soon — Professor of Bilingual & Multilingual Education, Arizona State University
Lucrecia Santibanez — Associate Professor, University of California, Los Angeles
Erica Frankenberg — Professor, Penn State University
Sarah Asson — Senior Researcher, Education Northwest
Clemence Darriet — Research Associate, Harvard Center for Education Policy Research

Dual Language Immersion (DLI) programs promise bilingualism, biliteracy, high academic achievement, and intercultural competence for all students. Yet as these programs expand across the country, a critical question remains: Are they fulfilling that promise for the students who need them most? This panel session brings together four interconnected research studies using longitudinal data from the Los Angeles Unified School District (LAUSD) to examine who enrolls in dual language programs, how schools recruit families, and whether program participation translates into meaningful outcomes for English Learners (ELs) and other historically underserved students.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

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## The Impact of Amended State Regulations for Bilingual Teachers in New Mexico

**Eldorado - Anasazi South**

Dr. Christine Sims — Associate Professor, University of New Mexico
Dr. Carlotta Penny Bird — Education Consultant and Life Long Advocate

The presenters of this session will provide perspectives on the amended state bilingual regulations for endorsing bilingual teachers. Emphasis will be given to how these rules impact Native Language teachers and programs in New Mexico schools.

**Strand: Indigenous Language Revitalization | Language: English**
**Intended Audience: School board members, superintendents, coordinators, teachers, parents | Grade Level: Not specified**

## Foundational Skills in Spanish/English Biliteracy

**Eldorado - Ballroom A**

Dr. Allison Briceño — Professor, San Jose State University

Much of literacy is similar in Spanish and English; foundational skills is the area with the greatest differences. This session will cover what needs to be taught in both languages, what doesn't, and how to teach foundational skills effectively, efficiently, and in culturally responsive ways. The different linguistic structures of each language require some things be taught differently, while others can be taught using the same strategies or through bridging practices. Using videos and research, we'll explore the use of proven instructional strategies, including translanguaging, to accelerate students' biliteracy development.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: K - 5(6)**

## It Takes a Village: How One District Is Building a Strong, Sustainable PK–12 DLBE Program

**Eldorado - Ballroom B**

Dr. Alberto Carrero — Director, Chelsea Public Schools
Olague — Professional Development Coordinator, Dual Language Education of New Mexico
natalie@dlenm.org

This session shares the story of an ongoing partnership between Chelsea Public Schools and DLENM to strengthen Caminos, a PK–12 DLBE program. Since 2024, the work has included site visits, strategic planning, and professional learning in Project GLAD and CLAVES, alongside an ongoing partnership with Boston College. Presenters will highlight how this collective effort is building stronger systems, leadership, and sustainability across the program. Attendees will leave with practical ideas and inspiration for sustaining DLBE over time.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 12**

## ¡Cantando y bailando aprendemos! Estrategias para enseñar a niños en etapa Pre-escolar conceptos académicos

**Eldorado - Chapel**

Tania Alvarez — Teacher, Crockett Elementary School
Matilde Angulo — Teacher, Kohlberg Elementary EPISD
Leticia Gutierrez — Teacher, Crockett Elementary Fine Arts Academy

En esta sesión vamos a presentar estrategias efectivas, actividades y materiales para enseñar conceptos académicos para desarrollar la lectoescritura temprana a través de la música. Enseñaremos diferentes métodos de enseñanza y cómo desarrollar el lenguaje oral a través de canciones, (que sean culturalmente significativos para nuestros estudiantes) en un salón Dual (PreK-2). Estas estrategias son alineadas a los estándares: destrezas de lectoescritura, desarrollo del lenguaje académico, ciencias y matemáticas. Modelaremos cómo usar estructuras interactivas y divertidas para los niños y cómo lograr que aprendan cantando y bailando con sus canciones favoritas.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Parents, Community | Grade Level: Pre-K - 2**

## The Impact of Amended State Regulations for Bilingual Teachers in New Mexico

**Eldorado - Anasazi South**

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Dr. Carlotta Penny Bird — Education Consultant and Life Long Advocate

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**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: K - 5(6)**

## It Takes a Village: How One District Is Building a Strong, Sustainable PK–12 DLBE Program

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Olague — Professional Development Coordinator, Dual Language Education of New Mexico
natalie@dlenm.org

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**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 12**

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**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Parents, Community | Grade Level: Pre-K - 2**

## The Science of Reading in DLI: Context, Meaning, and Cross-Linguistic Sensemaking

**Eldorado - DeVargas**

Mrs. Sarah Olsen — Instructional Coach, Newport News Public Schools
Cassandra Pacheco — Instructional Specialist, Newport News Public Schools

This session unpacks the NCEL and TRL joint statement within today's literacy landscape. It examines how well-intended reading laws shape instruction, often narrowing practice through reliance on "big box" curricula. Grounded in the Science of Reading and dual language principles, the session highlights where Spanish and English align, allowing educators to leverage cross-linguistic transfer instead of double teaching. Participants will leave with a clearer path to developing biliteracy efficiently—two languages, shared systems, and smarter instructional moves.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## Prevención e intervención a través de la instrucción estructurada de la Lectoescritura en español

**Eldorado - Zia A**

Alejandra Benitez — Consultant, Paso por Paso Learning
Effective Literacy Biliteracy,

Descubre cómo enseñar la lectoescritura en español de forma explícita, sistemática y efectiva. A través de una secuencia progresiva de habilidades —conciencia fonológica, fonética, fluidez, vocabulario, comprensión y escritura— aprenderás a apoyar a los estudiantes desde las etapas iniciales de alfabetización hasta estudiantes mayores con retos en lectoescritura. Los participantes aprenderán a usar evaluaciones y datos para guiar la instrucción y brindar intervenciones efectivas en aulas bilingües. Saldrás con herramientas prácticas que impulsarán la biliteracidad, la confianza académica y un ambiente inclusivo y motivador para todos tus estudiantes.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers | Grade Level: K - 5(6)**

## The Kindergarteners Who Became Graduates: What 13 Years of Dual Language Education Taught Us

**Eldorado - Zia B/C**

Kristie Cabrera — Teacher, Mamaroneck UFSD
Judy Diaz — Director, Mamaroneck UFSD
Sandra Zadrima — Principal, Mamaroneck UFSD
Ana Marina Rua Kahn — Teacher, Mamaroneck UFSD
Lisa Ramos-Hillegers — Teacher, Mamaroneck UFSD

Thirteen years ago, a cohort of kindergarten students entered a new dual language program; today, they graduate fully bilingual and biliterate. What does it take to sustain that success? Co-presented by teachers and administrators, this session explores how a K–12 dual language pipeline is built through aligned instruction, intentional programming, and strong administrative support. Participants will examine the systems and practices that drive long-term biliteracy outcomes.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 12**

## High School DL Program 101: los fundamentos

**Hilton - Canyon 1**

Carlos Martinez Rangel — Teacher, McKay High School, SKPS
Katerine Marquez Jimenez — Teacher, McKay High School
Karina Muñoz Flores — Teacher, McKay High School

In this workshop, three dual language high school teachers (Salud, Matemáticas, and Artes del Lenguaje) will share their experiences from being part of the DL Program planning committee to its classroom implementation as teachers. They will share first-hand experiences, obstacles, and successes for a sustainable DL Program with district support. Participants who are interested or have recently started a Dual Language Program in their schools will have the opportunity to reflect on their current practices and what strategies they can incorporate to strengthen their own program.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Community | Grade Level: 9 - 12**

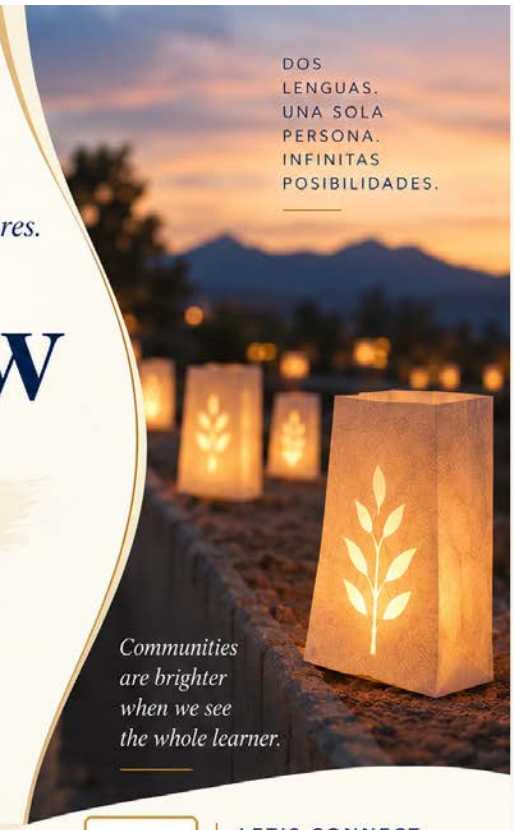
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## Closing the Achievement Gap Through a Strong Secondary Dual Language Program

**Hilton - Canyon 2**

Fabiola Pacheco — Instructional Specialist, Albuquerque High School
César Hernandez — Administrator, Albuquerque High School

Designed for teachers, administrators, and district leaders serving grades 9–12, this session highlights how Albuquerque High School's dual language program is narrowing the achievement gap through rigorous, culturally and linguistically responsive practices. Participants will explore the collaborative roles of leadership, counselors, teachers, and coordinators in sustaining high-quality programs. Attendees will gain practical strategies for scheduling, staffing, budgeting, recruitment, and building sustainable pathways that promote bilingualism, biliteracy, and college and career readiness.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education, Community , Students | Grade Level: 9 - 12**

## Reclaiming Your Voice: Digital Storytelling with the Power of AI

**Hilton - Mesa A/B**

Dr. Adela Flores — Instructional Coach, Aldine ISD

Storytelling has always been central to building rich, meaningful literacy experiences. In this session, participants will use free AI to elevate cultural storytelling through purposeful integration of video, audio, and imagery—expanding imagination and voice. The experience equips educators with tools to reimagine and share stories, creating culturally rich narratives that reflect authentic identities and lived experiences. Participants will learn to weave personal and cultural backgrounds into digital stories while teaching essential digital literacy skills. By the end, participants will have used their culturally rich prompts to create a ready-to-publish story, inspiring their students to do the same.

**Strand: Integrating Technology | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education, Students | Grade Level: K - 12**

## LETRS for ELs: la lectoescritura estructurada en el aula bilingüe

**Hilton - Mesa C**

Patricia Ramos — Structured Literacy Coach, Southwest Regional Education Cooperative

This session explores how Science of Reading and structured literacy, as emphasized in LETRS, can support biliteracy in dual language classrooms. Participants will examine how explicit instruction in phonology, orthography, and language comprehension transfers across languages to support multilingual learners. Through modeled lessons and interactive practice, educators will apply strategies that strengthen cross-linguistic transfer, oral language, and equitable access to grade-level content.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 5(6)**

## Empowering ELD for Dual Language Classrooms

**Hilton - Pecos**

Jenny Rodriguez — Program Specialist, SEAL - Sobrato Early Academic Language
Patricia Montes Pate — Senior Program Manager, Sobrato Early Academic Language
Effective Literacy Biliteracy,

Designing an ELD block that truly builds on students' Spanish—and connects across the day—can be challenging, but it's also where the greatest impact happens. In this practical session, SEAL shares how to design student-responsive ELD within a cohesive, research-based approach that intentionally bridges Spanish and English. Through classroom videos and artifacts, you'll explore strategies like language functions, graphic organizers, sentence frames, and transfer lessons. Walk away with adaptable tools to align instruction, strengthen language transfer, and build academic literacy in both languages.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 5(6)**

## When Education Stops Working for Multilingual Learners: Reimagining Dual Language Instruction Through the Traffic-Light Framework and Juvenagogy

**La Fonda - La Terraza**

Dr. Joseph Haba — Teacher, Gwinnett County Public Schools

Dual language education has made significant progress in supporting bilingualism, biliteracy, and cross-cultural competence. However, many multilingual learners—especially in middle and high school—experience declining engagement despite being in dual language programs. This session reframes this challenge not as a student issue, but as a design misalignment between instructional practices and adolescent development.

Using the Traffic-Light Framework of Learning, participants will explore how:

•Pedagogy (Green Light) effectively supports language development in early grades

•Developmental shifts (Yellow Light) require increased student voice, discourse, and identity affirmation

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education, Community , Students | Grade Level: K - 12**

## Networking Via Committees: NAELPA's DLBE and LEA Committees

**La Fonda - Lumpkin Ballroom N**

Dr. David Holbrook — Director, National Association of English Learner Program Administrators
Angie Goetz — Administrator, Horizon Science Academy (HSA) McKinley Park and HSA Belmont, Chicago, IL
Yvonne Williams — Executive Director, Professional Development & Strategic Partnerships, SUMMIT K12

For educators, networking with others doing the same work is extremely valuable, which is one of the huge benefits of involvement in a national association like NAELPA. Educators working with multilingual learners in LEAs, especially those working in dual language or bilingual education programs, find that interaction with others that face the same challenges creates opportunities to learn, share, and grow. In this presentation, two NAELPA Committees (the LEA and DLBE Committees) demonstrate the value of networking by organizing group sharing and discussion. Participants will break into groups and discuss common issues to help identify ways these committees can help find solutions.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Community | Grade Level: K - 12**

## Learning Under Fear: K-12 Students and Parent Deportation

**La Fonda - Lumpkin Ballroom S**

Mrs. Gloria Pereyra-Robertson — Retired Educator, Retired Bilingual Educator/2017 Oregon State Teacher of the Year - Medford School District 549c
Denise Nieto Hernandez — CEO and Founder, Desert Star Solutions

This presentation explores the emotional, academic, and social effects of parent deportation on K-12 immigrant students and their families. It examines how family separation, fear of instability & economic hardship shape students' well-being and school performance. Drawing on diverse children's literature grounded in real-life experiences, the presentation highlights challenges such as trauma, interrupted education, and stigma based on personal lived experiences in the public-school sector. It also discusses the role of educators and schools in providing support, fostering resilience, and creating inclusive environments that help affected students navigate adversity and maintain their educational goals.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Students, Higher Education, Community | Grade Level: K - 12**

## El final es un buen comienzo

**La Fonda - New Mexico**

Dr. Rebecca Blum Martinez — DLeNM Board Member, English Learner Success Forum

Teachers have a difficult job juggling a lot of material and planning how to use it in their teaching. This is even more difficult in bilingual or dual language programs where Spanish materials are often lacking or not appropriate for their students. In this presentation we will outline a process for ensuring integration and coherence by using backwards planning, beginning with the end of a unit assessment, and planning backwards based on the CCSS standards, the Guiding Principles of Dual Language Education Programs, ELSF's Benchmarks of Quality, and high-quality Spanish language texts.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish, English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## Morning Concurrent Sessions Overview — 11:10 am -12:20 pm

### Interpreting Language Acquisition Discrepancies from Learning Disabilities in Bilingual Education

**La Fonda - Santa Fe**

Hector Caddell — Instructional Specialist, Seguin ISD

Interpreting differences between first and second language acquisition can be challenging, especially when distinguishing language differences from academic deficits. Unique student backgrounds may lead to confusion and even misidentification of learning disabilities in bilingual learners. This presentation stresses careful evaluation of student behaviors and context, highlighting distinctions between language proficiency and literacy, the impact of acculturation, oral language and speech, and the risk of misinterpretation. It also explores cross-language inconsistencies, phonological development in L1 and L2, and the importance of structured literacy.

**Strand: Special Education for Multilingual Students | Language: English**
**Intended Audience: Teachers, Administrators, Parents | Grade Level: K- 8**

### De la idea al impacto: sistemas liderados por estudiantes para el desarrollo de la biliteracidad y el acceso a oportunidades
### From Idea to Impact: Student-Led Systems that Advance Biliteracy and Expand Access to Opportunities

**La Fonda - Stiha**

Nydia Valle-Cabrera — Biliteracy Coach, JS Morton East High School

Dual language immersion programs at the secondary level face systemic challenges in expanding equitable access to biliteracy, particularly for newcomer students. This session explores how student-led systems can strengthen biliteracy, academic achievement, and sociocultural competence.

**Strand: Leadership: Research, Policy, and Advocacy | Language: Spanish, English**
**Intended Audience: Teachers, Administrators | Grade Level: 9 - 12**

### Reimagining K-2nd Grade Holistic Foundational Skills: A Partnership for Equity

**Santa Fe Convention Center - Coronado/DeVargas**

Mario Palma — Instructional Specialist, Palma Multilingual Solutions
Amanda Rodriguez — amandarodriguez@mvsd320.org

Mount Vernon Public Schools has reimagined their foundational skills (FS) instruction through a holistic bilingual approach. Learn how they integrated their separate monolingual scope and sequences (S&S) reduced redundancy & increased intentional teaching for transfer. In this interactive session, we will present how MVPS created their bilingual FS S&S used to authentically reflect the structures & methodologies of English & Spanish, foster metalinguistic awareness, and capitalize on transfer of phonemes, graphemes & morphemes. Through videos, artifacts, and research, participants will learn how to engage in holistic FS instruction.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: Pre-K - 2**

### Building Academic Spanish Through Interactive Read-Alouds

**Santa Fe Convention Center - O'Keefe/Milagro**

Diana Espinal-Freeman — Senior Development Editor, Vista Higher Learning

This session explores how interactive read-alouds support academic language development in Spanish while building content knowledge in science and social studies.
Participants will experience key components from the brand new Lecturas interactivas literacy kits from Vista Higher Learning, including vocabulary development, purposeful questioning, and structured discussion routines that promote participation. The session also demonstrates how reading, speaking, and writing can be integrated to support biliteracy development.
Participants will leave with practical strategies and routines grounded in research-based practices that can increase student engagement in bilingual and dual language classrooms.

**Strand: Academic Language Development Through Content Instruction | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: K - 5(6)**

## Morning Concurrent Sessions Overview — 11:10 am -12:20 pm

### Two Languages, One Framework: Integrating ELA & SLA in Dual Language

**Santa Fe Convention Center - Peralta/Lamy**

Dr. Rocio del Castillo — Professor, Curriculum Associates - I-Ready
Julia Cloat — Professor, Curriculum Associates - I-Ready

Grounded in a program-agnostic framework, this session focuses on teaching for biliteracy through purposeful connections across languages. Teachers and leaders will learn to align ELA and SLA content with their dual language model, language allocation, and grade-level priorities while maximizing instructional time. Together, we'll explore how to determine what to teach in each language, when to make cross-linguistic connections, and how to build on students' full linguistic repertoires. Participants will leave with a comprehensive approach that supports transfer and ensures that learning in one language strengthens literacy development and meaning-making in the other.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Parents, Students, Community | Grade Level: K - 5(6)**

### Not All Decodables are Equal: Evaluating Quality through the Science of Reading

**Santa Fe Convention Center - Pojoaque/NAMBE**

Mrs. Shauna Williams — National Literacy Consultant, Benchmark Education

Participants will learn about student leadership structures, including the Seal Squad, Chrysalis, and Student Ambassadors, that strengthen program implementation, foster authentic bilingualism, and support academic and sociocultural growth. Attendees will design replicable student leadership roles that promote equity, inclusion, and sustainable program growth within their own contexts.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: Pre-K - 2**

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## From Language to Leverage: Translanguaging and Bridging in Action in the DLI Classroom

**Drury Hotel - Lamy**

Irma Zuniga — Instructional Specialist, New Haven Unified School District
Raquel Bocage — Director, New Haven Unified School District

In dual language immersion classrooms, students bring rich linguistic resources that can be intentionally leveraged to deepen learning. This session shares our journey of implementing translanguaging and purposeful bridging to strengthen conceptual understanding, academic conversations, and biliteracy.
Through TK–6 Spanish and Mandarin classroom examples, participants will learn practical routines and engaging strategies to help students connect and leverage both languages to support biliteracy and cognitive development, as well as ways to monitor and refine these practices.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish, Mandarin**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## DLBE & LGBTQ2+: ¿Qué tienen que ver?

**Drury Hotel - O'Keefe**

Olivia Mulcahy — Instructional Specialist, The Illinois Resource Center

Honoring the identities of students has always been a key part of dual language bilingual education (DLBE). This session invites us to consider how efforts to honor both bi/multilingual and LGBTQ2+ dimensions of identity are connected to each other and why this work is critical in our current landscape. Together we will examine practices that affirm LGBTQ2+ identities and explore how these can inform and enhance biliteracy instruction and metacultural conversations in our dual language classrooms and communities. Examples/insights from multiple cultures/languages (particularly Spanish).

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Higher Education, Community | Grade Level: K-20**

## From Model to Practice: How Teacher Teams Make Dual Language Work in Secondary Schools

**Drury Hotel - Palace Ballroom A**

Dr. Marguerite Lukes — Director of Research, Internationals Network for Public Schools
Marguerite Lukes — Director of Research, Internationals Network for Public Schools
Mary Pollack — Principal, Pan American International High School at Monroe

This interactive workshop explores how interdisciplinary teacher teams support academic language development and biliteracy in a Spanish–English high school in the Internationals Network for Public Schools. Participants examine how interdisciplinary teams integrate language and content, support diverse learners, and build coherence across classrooms. The session highlights teams as the engine of dual language implementation. Participants will analyze examples, reflect on their context, and leave with strategies and a practical resource guide for strengthening teams.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Researchers, Higher Education, Community | Grade Level: 9 - 12**

## Anatomy of a Biliteracy Scope y Secuencia: Foundational Skills en español and in English

**Drury Hotel - Palace Ballroom B**

Callie Lowenstein — Founder, Acuarela
Melisa Vargas — Teacher, P.S. 123, Brooklyn, NY

A foundational skills scope and sequence is the blueprint for developing early reading and writing in any alphabetic language, and a vast base of research can inform the design of a strong one. Pero los programas de lenguaje dual tienen otro reto: navigating the development of foundational skills in two languages. In this session, we share the research base and practical considerations that underpin Acuarela's unique scope y secuencia, including: instructional coherence, interleaving and spaced practice, spelling frequency and word characteristics by language, and, of course, transfer and crosslinguistic connections—to accelerate and deepen literacy learning in both Spanish and English.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish, English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## Using Visual Thinking Routines Bilingually - Uso bilingüe de rutinas de pensamiento visibles

**Drury Hotel - Rivera A**

Mimi Luna — Teacher, Mandela International Magnet School

This interactive session for DL educators explores Ron Ritchhart's Cultures of Thinking (CoT) and Harvard Project Zero (PZ) Thinking Routines to make student thinking visible, connecting them to Academic Language Development through Content Instruction. Participants will engage in hands-on activities using PZ Thinking Routines to promote deep inquiry and discourse. The session will cover two CoT Mindsets and align routines with the DL Guiding Principles of fostering socio-emotional learning and strengthening linguistic/cultural identities. It will use the presenter's upcoming middle years bilingual book, "King of Marbles", as a culturally responsive teaching resource. Handouts will be provided.

**Strand: Academic Language Development Through Content Instruction | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: 6 - 8**

## Teaching Through Joy and Culture: Mariachi, Folklórico, and Art in the Dual Language Classroom

**Drury Hotel - Rivera B**

Ms. Annabel Flores — Teacher, Calmeca Academy of Fine Arts and Dual Language

This session explores how educators can leverage students' Funds of Knowledge by integrating Mariachi music tradition, Mexican folklórico dance, and visual art into academic instruction. Participants will learn how to transform music and movement into standards-aligned tasks that support literacy, cultural analysis, and identity development. Through classroom examples and activities, attendees will leave with practical strategies to connect cultural expression to writing, reading, and social studies while fostering engagement and belonging.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents | Grade Level: K- 8**

## Indigenous Dual Language Schools

**Eldorado - Anasazi South**

Darrin Rock — Director of Tewa Integration and Partnerships,, Kha'p'o Community School
Dr. Berlinda Begay — Bilingual Multicultural Education Coordinator, Central Consolidated School District
Dr. Audra Platero — Principal, Tséhootsooí Diné Bí'ólta'
Celeste Naranjo — Head of School, Keres Children's Learning Center

Representatives and leaders from Kha'p'o Community School, Eva B. Stokely Elementary School, Tséhootsooí Diné Bi'ólta' and Keres Children Learning Center will share how they have developed, supported and maintained their Tewa, Diné, and Keres languages as a foundation for providing their school wide dual language instruction.

**Strand: Indigenous Language Revitalization | Language: English, Tewa, Diné, Keres**
**Intended Audience: School board members, superintendents, coordinators, teachers, parents | Grade Level: Not specified**

## Expanding Impact: How Teachers of Multilingual Students Become Educational Researchers

**Eldorado - Ballroom A**

Jay Parkes — Professor, The University of New Mexico
Susana Ibarra Johnson — Associate Professor in Bilingual Education & TESOL, New Mexico State University
Laura Maness — Doctoral Student, Family & Child Studies, University of New Mexico
Jen Stacy — Assistant Professor of Family & Child Studies, University of New Mexico
Adriana Cardenas — Doctoral Student, Bilingual Education & TESOL, New Mexico State University
Angelica Wortham — Doctoral Student, Bilingual Education & TESOL, New Mexico State University
Gloriane Ortega — Doctoral Candidate, Special Education, University of New Mexico

You teach with your whole self—your language, your culture, your history, your hopes for students. This session honors that identity and invites you to imagine another way it might grow. You'll hear how classroom teachers come to explore graduate school and doctoral study, not by leaving teaching behind, but by following their curiosity and care even deeper. For many, becoming an educational researcher becomes a way to speak back to systems, lift community wisdom, and extend the work they already love.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 12**

## Biliteracy by Design: Purposeful Language Use in DLBE Classrooms

**Eldorado - Ballroom B**

Ms. Diana Pinkston Stewart — Professional Development Coordinator, Dual Language Education of New Mexico
Natalie Olague — Professional Development Coordinator, Dual Language Education of New Mexico

Explore how to intentionally design instruction for Dual Language/Bilingual Education classrooms using DLeNM's 4 Spaces Framework and OCDE Project GLAD® to advance biliteracy, academic achievement, and sociocultural competence. This session highlights practical strategies that support a focus on the target language of instruction while leveraging purposeful bilingual languaging. We will discuss the importance of student language choice, teacher-guided language transformation, and bridging practices. Participants will engage with concrete classroom structures that elevate multilingual learners' assets while strengthening rigorous content and language development across both program languages.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K- 8**

## How to Bridge Languages with Early Childhood Education Songs

**Eldorado - Chapel**

Ms. Edelia Galvan — Instructional Coach, Tulsa Public Schools
Ruth Teeple — Instructional Specialist, Tulsa Public Schools

This session will focus on bridging language in early childhood dual language classrooms. Come learn about a simple but effective way students can learn to recognize song patterns that connect two languages. Participants will develop an understanding of how morphology, orthographic patterns, and cognates can be used to build cross-linguistic connections in English/Spanish dual language settings. This session will include a hands-on interactive approach where participants will be able to practice what they have learned. Dual language teachers will be able to take this approach back into the classroom and teach in a purposeful manner. Come join the fun!

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Students | Grade Level: Pre-K - 2**

## Making the Guiding Principles for Dual Language Education live in your PD Plan

**Eldorado - Zia A**

Rosamaría Murillo — ATDLE Board of Directors, ATDLE
Adrianne Navarro — Instructional Specialist, La Habra City School District
anavarro@lahabraschools.org

Just as we differentiate instruction for students, we must differentiate learning for educators. This session explores how to organize and plan professional development grounded in the Guiding Principles for Dual Language Education through shared program goals and differentiated learning pathways for teachers. Participants will leave with practical tools and a planning framework they can immediately apply in their own dual-language programs.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K- 8**

## From Roots to Results: 15 Years of Dual Language Excellence

**Eldorado - Zia B/C**

Sylvia Orozco-Garcia — Administrator, Calmeca Academy - Chicago Public Schools
Maria Luisa Dominguez — Dual Language Coordinator, Calmeca Academy of Fine Arts and Dual Language, Chicago Public Schools

Join us for an energizing deep dive into building a powerhouse Dual Language Education (DLE) program from the bedrock up. Drawing on Calmeca Academy 15 years of proven success, this session moves beyond theory into the "how-to" of sustainable program design and implementation. Through collaborative design challenges and real-world challenges, you will explore the blueprint used to scale a vision into a thriving national model. Expect a birds eye view where we dissect program hurdles and celebrate the milestones of bilingualism, leaving you with actionable strategies to elevate your program's impact.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: Community**

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## Reimagining High Quality Instructional Materials of DLBE Classrooms in Massachusetts

**Hilton - Canyon 1**

Dr. Elenita Irizarry Ramos — Bilingual Education Lead, Massachusetts Department of Elementary and Secondary Education

DESE maintains a statewide inventory of vetted high-quality instructional materials (HQIM) in English currently used by districts. However, there is limited understanding of how these materials are implemented in partner languages or the extent and nature of district-led translations and transadaptations. This qualitative landscape analysis seeks to address that gap by examining district practices, decision-making processes, and challenges in adapting HQIM for dual language contexts. Preliminary findings will be shared and participant feedback will help inform the development of practical, research-aligned guidance to strengthen implementation and support equitable biliteracy development across programs.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K-20**

## Biliteracy Data Sheets: Using Side-by-Side Assessment Data to Drive DLBE Instruction

**Hilton - Canyon 2**

Esteban Cabrera Durán — Coordinator, Chelsea Public Schools

Biliteracy data is vital for informed decision-making in DLBE programs, guiding Tier II interventions and Special Education referrals. Participants will learn about Chelsea Public Schools' Biliteracy Data Sheets, which support educators in determining appropriate next steps: continuing Tier I, focusing on cross-linguistic skill transfer, beginning Tier 2, or a potential referral. Attendees will create their own Biliteracy Data Sheets and leave with a protocol for side-by-side literacy data analysis.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 12**

## Bridging Pathways to Collaboration

**Hilton - Chapel**

Helga Fasciano — Retired Educator, Retired NCDPI/HKF Consulting

Perspectives and passion are key drivers in the establishment of DLE programs across the nation. However, decisions based on limited perspectives from the leadership and community could lead to unintended results affecting program outcomes or sustainability. This presentation focuses on participant exploration of their own why for supporting these programs; how community whys may not be the same as their personal perspective but need to be reflected for successful program support; explore their program management perspectives/context and where they see barriers or challenges; explore how bridging to broader collaborations result in strong foundations for implementation and sustainability.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English**
**Intended Audience: Administrators, Parents, Students, Higher Education, Community | Grade Level: K-20**

## Creating Intentional Learning Environments that Promote Language Acquisition

**Hilton - Mesa A/B**

Catalina Sanchez — Coordinator, Orange County Department of Education
Cecilia Gonzalez-Limas — cgonzalez-limas@ocde.us

Participants will review best practices to create intentional learning environments that scaffold and support the language acquisition process. Project GLAD® strategies that encourage student participation and oral language practice in meaningful ways will be highlighted. By incorporating the role of the learning space, students can learn vocabulary, practice their acquired language, and move toward attaining the instructional goals outlined in the Guided Principles for Dual Language Education with support and intentionality.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 12**

## Applying the GPDLE Framework to build Vietnamese Dual Language Programs

**Hilton - Mesa C**

Dr. Diep Nguyen — CEO/President, Center for Apllied Linguistics
Alisha Nguyen — Assistant Professor/Director of Vietnamese Dual Language Program, Lesley University/Boston School District
Pauline Dong — Teacher, Westminster High School

This presentation discusses the application of the Guiding Principles for Dual Language Education (GPDLE) in helping to build Vietnamese Dual Language Programs for heritage learners. We will discuss how the guiding principles are applied and adapted to address the unique contexts of each Vietnamese community and their students. Discussion will highlight the common characteristics of Vietnamese dual language programs and unique challenges (both programmatic and contextual) and implications for best practice. We will make recommendations of how the next edition of GPDLE could include a variety of support to help educators build high quality dual language programs across a spectrum of languages.

**Strand: Indigenous Language Revitalization | Language: English, Vietnamese**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Community , Parents | Grade Level: K - 12**

## How Does the National Board for Professional Teaching Standards Support Dual Language Rducation?

**Hilton - Pecos**

Suzanne Gorman — Teacher, Santa Fe Public Schools
Raquel Plaza — Administrator, SFPS

This interactive session will provide participants with a brief overview of the requirements to become a national board-certified teacher. Participants will be provided with an overview of how the NBPTS process incorporates pillars of dual language education (e.g., sociocultural competence, academic achievement) to promote high-quality teaching and learning in a dual language program.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers | Grade Level: K - 12**

## Monitoring Biliteracy: Thresholds for Multilingual Learner Success in Secondary Classrooms

**La Fonda - Lumpkin Ballroom N**

Elisa Lee — Coordinator, Beaverton School District
Dr. Jacklyn Caires-Hurley — Coordinator, Salem-Keizer School District
Dr. Carol M. Johnson — International Education Officer, Renaissance Learning
Dr. Doris Chavez-Linville — Founder & Principal Consultant, Lumin Leadership

What is the relationship between language proficiency and academic achievement? For secondary students, what threshold is needed to use language across content classrooms? Evidence shows multilingual learners who gain in English proficiency also improve in ELA and math, yet prolonged EL status may hinder both language and academic development. Amid limited evidence, districts must make critical decisions about placement and instruction. Drawing on data from two districts, we examine links between language and biliteracy outcomes. Participants will learn how to use ELPA and STAR reports to make linguistically valid decisions for experienced multilingual learners.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education | Grade Level: 6 - 8**

## Walking in Their Shoes: Shadowing Multilingual Learners for Academic Success

**La Fonda - Lumpkin Ballroom S**

Rubi Flores — Director, California Association for Bilingual Education
Natalie Nunez — Assistant Director, California Association for Bilingual Education

Student engagement is a key driver of academic success, yet schools often lack opportunities to understand how students experience learning throughout the day. This session introduces the nationally recognized, evidence-based Multilingual Learner Shadowing Protocol, a powerful process that helps educators and leaders view school through the eyes of students. Participants will learn how shadowing can uncover opportunities and barriers related to engagement, language development, participation, relationships, and belonging. By collecting real-time evidence from a student's perspective, school teams can identify actionable strategies to strengthen student voice, and improve learning experiences.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Community | Grade Level: K - 12**

## From Sociocultural Competence to Transculturing in DLBE

**La Fonda - New Mexico**

Jongyeon Ee — Associate Professor, Loyola Marymount University
Juan Freire — Associate Professor, Brigham Young University
Zhongfeng Tian — Associate Professor, Rutgers University–Newark

This session introduces transculturing as a more inclusive and equity-driven goal for Dual Language Bilingual Education (DLBE). Building on critiques of sociocultural competence, we examine how traditional frameworks fall short in addressing students' dynamic, intersectional identities. Participants will explore a transculturing framework that centers power, hybridity, and cultural negotiation across individual, family, community, and global contexts. Practical examples will illustrate how educators can design instruction that moves beyond static cultural models toward more critical and transformative learning environments.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Community | Grade Level: Higher Education**

## Esperanza y escalofríos: Bilingual Teacher Perspectives in an Era of Polycrisis

**La Fonda - Santa Fe**

Raquel Aguilar — Doctroral Student, Baylor University

This presentation examines bilingual teachers' lived experiences within the current sociopolitical climate shaping dual language education in the United States. Drawing on a qualitative study of five educators in Central Texas, it highlights how teachers navigate policy instability, anti-DEI pressures, and resource inequities while sustaining culturally and linguistically affirming practices. Grounded in LatCrit and humanizing pedagogy, the study positions bilingual education as a moral and political commitment. Findings emphasize translanguaging as both pedagogy and resistance, and call for structural support to ensure equitable, sustainable multilingual education.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education | Grade Level: K - 5(6)**

## Human and AI Collaboration: Leveraging Cross-Linguistic Connections in Instruction for Multilingual Learners

**La Fonda - Stiha**

Dr. Magdalena Pando — Associate Professor, Southern Methodist University

This presentation explores how human-AI collaboration can support language and literacy instruction for multilingual learners through cross-linguistic connections. Drawing on qualitative research with in-service teachers, it highlights how educators use AI to design lessons that build on students' linguistic repertoires. Findings illustrate how teachers evaluate and adapt AI-generated content to foster meaningful L1/L2 use and learning. The presentation examines opportunities and challenges of using AI as a collaborative partner, offering practical insights for integrating human expertise and AI in ways that support bilingualism and biliteracy through equitable and linguistically responsive instruction.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Researchers, Higher Education, Administrators | Grade Level: K- 8**

## Fostering Literacy and Content Knowledge Through Oracy / Fomentando la alfabetización y el conocimiento del contenido a través de la oralidad

**Santa Fe Convention Center - Coronado/DeVargas**

Mr. Randall Saenz — Instructional Specialist, Participate Learning
Carla Ballesteros — Instructional Specialist, Participate Learning
Effective Literacy Biliteracy,

This presentation will define the concept of Oracy and its strands. It will showcase a range of captivating activities and fun games designed to illustrate how Oracy supports Literacy and Numeracy within the Dual Language classroom.
Participants will gain a deep understanding of Oracy and how it serves as a scaffold to the development of writing, content knowledge (math, science and social studies), and overall academic language proficiency.
They will receive a comprehensive toolbox of engaging best practices that promote language development effectively.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

### Leading Dual Language Roll-ups & Expansion - Essential Elements to Implement or Revise:

**Santa Fe Convention Center - O'Keefe/Milagro**

Alexandra Guilamo — Director, TaJu Educational Solutions

How can leaders ensure intentional, systematic, and effective DL program expansion and long-term success? The stakes are high for ensuring DLE programs embrace our learners, empower their gifts, and step into their full potential. In this session, participants will build their understanding of the 10 essential elements to leading a successful roll-up or expansion of their DLE programing. Participants will see examples of other districts who have used the handbook to ensure incredible student gains. Participants will also use the DLE Roll-Up Handbook to collaborate with others to create solutions to common DLE program challenges.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Community | Grade Level: K - 12**

### Libros de la diáspora latina: consciencia, cultura y el bilingüismo

**Santa Fe Convention Center - Peralta/Lamy**

Dr. Carla España — Assistant Professor, Brooklyn College, Department of Puerto Rican and Latinx Studies
Luz Yadira Herrera — Associate Professor, California State University Dominguez Hills

¿Cómo apoyamos y celebramos a los seres queridos? ¿Cuáles son las culturas que forman parte de nuestras familias y comunidades? ¿Cómo enfrentamos desafíos en comunidad? Estas preguntas guían nuestro taller interactivo centrado en la literatura infantil latina, en el que exploraremos una unidad: una serie de textos y lecciones sobre familia y comunidad. Veremos cómo los autores e ilustradores nos ayudan a abordar temas de la cultura y las variedades del español. Los participantes verán ejemplos de libros, planes de lectura en comunidad, pautas para conversaciones y análisis del español.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: Spanish**
**Intended Audience: Teachers, Parents, Community | Grade Level: K - 5(6)**

### Beyond Google Translate: Using AI to Support Biliteracy Development

**Santa Fe Convention Center - Pojoaque/NAMBE**

Karina Chapa — Director, TABE

This session shows how AI tools can support biliteracy in bilingual and dual language classrooms. Participants will explore how to integrate AI to enhance reading, writing, and language production both in English and the partner language, as well as engage in interactive activities, explore classroom examples, and learn how AI can help differentiate instruction. Attendees will leave with practical strategies, guiding questions for tool selection, and a digital resource toolkit to support ethical, culturally sustaining use of AI with multilingual learners.

**Strand: Integrating Technology | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Higher Education | Grade Level: K - 12**



## Dual Language Spanish Acquisition Summer Camp

**Eldorado - Anasazi North**

Ms. Claudia McIntyre — Instructional Specialist, Multicultural Education Department
Claudia McIntyre — Dr., The School District of Osceola County

Each year, the school district offers in June a Dual Language Summer Camp designed to support and strengthen Spanish language acquisition for students enrolled in the Dual Language program. This presentation will highlight the structure, goals, and instructional practices of the camp, which serves students from kindergarten through fourth grade in a supportive, low-stress learning environment.

Participants will learn how the summer camp provides students with continued opportunities to practice and reinforce Spanish language skills while engaging in meaningful academic content. Instruction includes core subject areas such as Spanish language arts, mathematics, and science, as well as cultural activities.

**Strand: Academic Language Development Through Content Instruction | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## Update on Yazzie/Martinez Lawsuit in New Mexico

**Eldorado - Anasazi South**

Melissa Candelaria — Attorney and Education Director, New Mexico Law and Poverty Center
Preston Sanchez — Attorney, New Mexico ACLU

In 2018, a NM state district court ruled that the state had violated the constitutional rights of specific students in New Mexico public schools. The court ordered the state to correct the inequities for historically underserved students, particularly Native American students, students with disabilities, and economically disadvantaged students. The presenters will provide the latest information and activity regarding the Yazzie/Martinez Lawsuit.

**Strand: Indigenous Language Revitalization | Language: English**
**Intended Audience: School board members, superintendents, coordinators, teachers, parents | Grade Level: Not specified**

## Music, Movement, and Resistance: Reguetón, Folklórico, and Cumbia in Dual Language Education

**Eldorado - Ballroom A**

Dr. Kimberley Kennedy — Associate Professor, Our Lady of the Lake University
Jayro Alcántar Armenta — Instructional Specialist, Palm Springs USD
Susanne Peña — Instructional Specialist, Florida International University

Reguetón, folklórico, and cumbia are more than musical genres. They are expressions of identity, history, and resistance that shape how students experience language and learning. In this interactive session, educators will move, learn, and engage in culturally sustaining practices across classrooms and communities.

Through music and movement, participants will explore how lyrics, dance, and the origins of these genres support language development, cultural understanding, and student agency. Examples from classroom, extracurricular, and community experiences illustrate how these practices foster belonging. Expect to hear calls of wepa, ajúa, and epa as we center identity and rigorous learning in DL.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Students, Higher Education, Community | Grade Level: K-20**

## Con corazón y justicia: Identifying Twice-Exceptional GT Dyslexic Students

**Eldorado - Ballroom B**

Dr. Apolonio Trejo — Professor, Our Lady of The Lake University
Francisco Usero-Gonzalez — Professor, Sam Houston State University

This presentation explores the equitable identification of twice-exceptional (2e) students who are both gifted and talented (GT) and dyslexic, with a focus on culturally responsive and strengths-based practices. Grounded in the values of heart and justice, participants will examine how traditional identification systems often overlook bilingual and diverse learners. Attendees will analyze barriers, challenge misconceptions, and learn practical strategies to recognize hidden potential in GT dyslexic students. Through research, reflection, and real-world examples, this session empowers educators to build more inclusive systems that honor both ability and need while fostering community-centered advocacy for their students.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

## Developing Bilingual Writers Through Translanguaging in Dual Language Classrooms

**Eldorado - Chapel**

Dr. Rocio del Castillo — Administrator, Freeport School District 145

Elevate bilingual writing instruction by bridging oracy and literacy through a translanguaging pedagogy that values students' full linguistic repertoires. This session demonstrates how to foster metalinguistic awareness through contrastive analysis of English and Spanish syntax, phonology, and morphology. Participants will explore high-leverage instructional strategies that support students across the writing process, from oral language development to formal written expression. Grounded in dual language research and classroom practice, this presentation provides practical tools to strengthen biliteracy, amplify student voice, and cultivate linguistic agency in diverse learning environments.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Community | Grade Level: K-20**

## Using Home Sociolinguistic Contexts to Learn the English Language Arts

**Eldorado - DeVargas**

don Carlos Cardona-Morales — Retired Educator, No affiliation at this time

This workshop reviews and illustrates how children´s language and cognition developed in the home, is essential to the acquisition of cognitive skills needed for future academic success. The relationships between home and school learning contexts and formal curricular expectations will be analyzed and explained. Key knowledge fonts will be presented in both home and sociocultural contexts associated with critical English Language Arts concepts. Instructional interventions which will enable participants to extend linguistic and cognitive knowledge from the home to the schools' curricula will be demonstrated.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: K - 12**

## Using Biliteracy Trajectories to Drive Growth, Goals, and Program Decisions

**Eldorado - Zia A**

Erik Martinez — Coordinator, Naperville Community Unit School District 203
Dennise Torres — Instructional Specialist, Steeple Run Elementary School
Teresa Witort — Instructional Specialist, Steeple Run Elementary School

This session highlights how one district designed and implemented biliteracy reading trajectories using NWEA MAP data to move from static scores to actionable insights. Participants will explore how these trajectories are used to drive student goal setting, monitor biliteracy growth over time, support program placement decisions, and evaluate overall program effectiveness.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K- 8**

## Expanding Outdoor Learning and its Benefits in DLBE: A Discussion on Successes and Challenges

**Eldorado - Zia B/C**

Dr. Garrett Delavan — Assistant Professor, University of New Mexico
Ben Bustos — Principal, Polk Middle School/APS
Jorge García — Executive Director, Center for Social and Sustainable Systems
Trish Gharrity — Assistant Director/Outdoor Learning Initiative Program, NM Public Education Department
Jackie Rodriguez — Head of School, Sandoval Academy of Bilingual Education
Silvia Sosa de Chávez — Bilingual Program Teacher, Valle Vista Elementary School
Jen Wimberly — Outdoor Learning Specialist Teacher, Los Padillas Elementary School

Educators and collaborating community partners in central New Mexico will discuss successes and challenges in how their outdoor learning practices and plans are supporting the goals of bilingual programs. Topics will include STEM standards, elevating family knowledge and other culturally sustaining engagement with community identities, student engagement, critical consciousness and wellbeing, instructional logistics, outside support, grant writing, and budgetary challenges. There will be ample time for discussion, so come ready to share successes and challenges from your context!

**Strand: Family and Community Partnerships | Language: English**
**Intended Audience: Teachers, Administrators, Community , Parents | Grade Level: K - 12**

## Before the Lesson: Building the Belonging That Makes Participation Possible

**Hilton - Canyon 1**

Rachel Woodard — Doctroral Student, UNM

This session responds directly to the conference theme—building community is the foundation. Belonging is not a warm-up- it is the foundation that makes language risk-taking possible. In this experiential session, participants will move through a sequenced set of community-building activities the way students do, then step back to examine the intentional design behind them. We will explore a 4-week framework for building genuine community at the start of the year, as well as strategies for sustaining connection throughout, including student-created Migration Journey comics. Participants will leave with concrete, ready-to-use practices grounded in sociocultural responsiveness and dual language principles.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: 9 - 12**

## Dual Language Immersion para todos: Planning for Expansion to Create Sustainable K-12 Programs

**Hilton - Canyon 2**

Ema Shirk — Director, National Council of Teachers of Heritage Languages

DLI is the best program for all students, but what if only one elementary school currently has a program? Or if a family moves into the district in ninth grade? Or your district needs to build with existing staff 6-12? Planning for expansion can help! We will explore how to design a sustainable program through HL onramps, using multiliteracy progressions to identify prospective DL students, and leveraging WL and ML educator skills to roll-down in preparation to roll-up. Tools will be in español/ English and worksheet form to support other program languages.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 12**

## Entrelazando los idiomas: recuperar la voz en la enseñanza bilingüe

**Hilton - Chapel**

M.S. Alessandra Abraham Gabriel — Teacher, Tom Green Elementary School - HaysCISD

En los salones bilingües, maestros y estudiantes traen historias y recursos lingüísticos valiosos que a menudo se pierden en una enseñanza estandarizada. Esta sesión interactiva explora cómo entrelazar esos saberes para fortalecer la alfabetización y el lenguaje oral. Basada en investigación sobre el cerebro bilingüe interconectado y los Principios Rectores de la Educación Dual, muestra cómo recuperar la voz y la humanidad en el aula a través de prácticas metalingüísticas. Incluye actividades prácticas de planificación y diseño del ambiente que conectan identidad, lenguaje y aprendizaje.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: K - 5(6)**

## Diario Duo: A Biliterate Writing Strategy/ Estrategia de escritura bilingue

**Hilton - Mesa A/B**

Ms. Ana Rodriguez Zatarain — Teacher, San Antonio Independent School District
Luz Fernandez Galvan — Instructional Specialist, Mark Twain Dual Language Academy
Adriana Alvarez — Instructional Specialist, University of Colorado Denver

This session will present a biliterate writing strategy and instructional tool that we use on our campus in San Antonio, TX to engage young bilingual learners in a reflective process of their own writing development during the school year. It fosters metalinguistic awareness and cross-language connections. This strategy integrates varied instructional approaches and offers educators a tool to analyze their students' biliterate development to guide instruction.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish, English**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## ¡Somos científicos! Integrando contenido y lenguaje riguroso durante la clase de Ciencias

**Hilton - Mesa C**

Karen Serrano — Teacher, DC Bilingual PCS
Lorena Rosario — Teacher, DC Bilingual PCS
Alina Thouyaret — Teacher, DC Bilingual

En esta sesión los participantes aprenderán cómo los maestros de una escuela primaria bilingüe en Washington, DC desarrollaron un programa de Ciencias riguroso y relevante para los estudiantes, en el que el español es la estrella. Este es un estudio de caso de cómo integrar lenguaje y contenido de manera efectiva y de la importancia del rol de los docentes en este proceso. En esta sesión, compartiremos el recorrido de la escuela para desarrollar el programa de ciencias y capacitar al equipo de maestros. También exploraremos cuáles son los sistemas y estructuras claves de nuestro programa y finalmente veremos cómo integramos el contenido científico con las habilidades de lectoescritura en nuestras clases.

**Strand: Academic Language Development Through Content Instruction | Language: Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K - 5(6)**

## Putting the Pieces Together: Dual Language Programs Rooted in Community

**Hilton - Pecos**

Erin Lowry — Instructional Coach, Baltimore City Public Schools / John Ruhrah EMS
Mary Ancinec — Administrator, Baltimore City Public Schools / John Ruhrah EMS
Larisa Gryczko Avellaneda — Administrator, Baltimore City Public School System Headquarters

At John Ruhrah Elementary/Middle in Baltimore, now in its fifth year of a Spanish–English two-way dual language program, leaders are building strong pathways for multilingual learners. This session shares how a school-driven vision became reality despite planning and implementation challenges. Presenters will highlight teacher-created biliteracy units and the power of a homegrown curriculum rooted in community and culture. Participants will explore practical strategies to sustain momentum and expand dual language success to strengthen multilingual learning and family engagement.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English**
**Intended Audience: Administrators, Teachers | Grade Level: K- 8**

## Teaching Biliteracy through PBL (Project Based Learning)

**La Fonda - Exchange**

Mr. Miguel Aguirre — Teacher, Columbus Elementary School

I want to share with my colleagues my experience with PBL. PBL is a strategy that involves all the domains: speaking, listening, reading, and writing. I do PBL in both languages, I use novels for reading and I involve the community and the parents.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: K - 5(6)**

## Nurturing Future Bilingual Educators in a School/University/State Education Partnership

**La Fonda - La Terraza**

David Mumper — Instructional Specialist, Hudson Valley Regional Bilingual Education Resource Network
Nancy de la Cruz-Arroyo — Director, Ossining Union Free School District

This presentation highlights a public school–university–state partnership designed to inspire multilingual high school students to pursue careers in dual language education. Using a “grow your own” youth participatory model that centers student voice and experience, participants earn 3 college credits in education from a public university. The program establishes a clear pathway into educator preparation and positions multilingual learners as future educators. Attendees will learn a scalable model for developing the next generation of dual language educators.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Students | Grade Level: 9 - 12**

## Cultura Cura Pedagogy

**La Fonda - Lumpkin Ballroom N**

Dr. Alexandro Escamilla — Instructional Coach, Culturally Responsive Pedagogy and Instruction Department TUSD

This workshop will address and define Cultura Cura Pedagogy as part of a series of workshops that I will offer to La Cosecha over the next three or four years. During this introductory session participants will learn about the key elements of La Cultura Cura; Xicanisma/o, and Carnalisma/o, which fused together can be wielded as a metaphorical Tlahuitztli (war club) and Chimalli (shield), that Xicana/o/x and Raza need to achieve academic attainment, while not being absorbed by institutional racism and white supremacy.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish, Caló/Chuco & Nahuatl**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

## Instrucción bilingüe socioemocional: fundamental para desarrollar autentico bilingüismo y biliteracidad

**La Fonda - Lumpkin Ballroom S**

Dr. Mario Ferron — Director, Uvalde CISD

El auténtico desarrollo de bilingüismo y biliteracidad académica requiere mucho más que simplemente impartir instrucción académica en dos idiomas. Para que los estudiantes bilingües, en verdad desarrollen una biliteracidad académica avanzada, los programa requiere practicas instruccionales que faciliten el aprendizaje y aseguren la transferencia de conocimientos entre lenguajes pero que también proporcionen oportunidades de aprendizaje socioemocional que los estudiantes necesitan para desarrollar su voz, lenguajes e identidad.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K - 12**

## Language Development through Music, Mindfulness, Motion, and Neuroscience

**La Fonda - New Mexico**

Dr. Regina Lopez — Professor, University of Central Oklahoma
April Haulman — Professor, University of Central Oklahoma

Participants will explore how music, mindfulness and neuroscience intersect to support language and content learning for multilingual learners. This interactive session will introduce brain-based strategies that engage attendees in practical classroom ready activities. By the end of the session participants will be able to identify key brain-based connections of music, mindfulness and language development to support the academic achievement of multilingual learners.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish**
**Intended Audience: Teachers | Grade Level: K- 8**

## Rebuilding Bilingual Teacher Pipelines in California: A Laboratory for Justice

**La Fonda - Santa Fe**

Dr. Jordi Solsona-Puig — Assistant Professor, CSUSB
Minhye Son — Associate Professor, CSUDH

This presentation examines how California universities are rebuilding bilingual teacher pipelines as part of a broader commitment to multilingual justice. Drawing on an upcoming edited volume with 40 authors about the California State University system, it highlights responses to teacher shortages, policy shifts, and inequities in language education. It explores how campuses are expanding bilingual teacher preparation, sustaining programs, responding to community needs, and advancing equity-centered pedagogy across diverse contexts.

**Strand: Leadership: Research, Policy, and Advocacy | Language: English, Spanish**
**Intended Audience: Teachers, Researchers, Higher Education, Community | Grade Level: Higher Education**

## Project SEMBRAR: Strengthening Dual Language Teaching Through Communities of Practice

**La Fonda - Stiha**

Mrs. Militza Semidei — Instructional Coach, Metcalf School/Holyoke Public Schools
Amnerys Cuevas Doñé — Student, UMass Amherst

This interactive presentation highlights Project SEMBRAR, a community of practice connecting university faculty, mentor teachers, and mentees in dual language bilingual education (DLBE). Through testimonies and structured protocols, participants explore how collaboration grounded in the Guiding Principles and EMMA Standards strengthens instruction, mentoring, and biliteracy. The session includes classroom examples, trust-building tools, and small-group discussion, leaving participants with actionable strategies to design and sustain communities of practice in DLBE contexts.

**Strand: Leadership: Research, Policy, and Advocacy | Language: Spanish**
**Intended Audience: Teachers, Administrators, Researchers | Grade Level: K - 12**

## Managing Math Pacing: Keeping it Doable

**Santa Fe Convention Center - Coronado/DeVargas**

Erin Mayer — Educator and AIM4S3™ Co-Developer, Dual Language Education of New Mexico
Lisa Meyer — Director, Dual Language Education of New Mexico
Clarissa Apodaca — Bilingual Teacher, Hatch Valley Public Schools
Rita Holguin — Bilingual Teacher, Hatch Valley Public Schools
Rosa Delgado — Bilingual Teacher, Hatch Valley Public Schools

Join the La Cosecha math team to tackle the common challenge of pacing in math instruction. In this session, you'll gain valuable insights into crafting a comprehensive pacing plan to guide your year, ensuring that all major concepts are covered. This will be a practical session designed to guide pacing decisions and use your program materials more effectively. The session will also discuss pacing challenges in a dual-language program, including intentionally planning for translanguaging and bridging spaces. This session targets district and school math specialists and classroom teachers.

**Strand: Academic Language Development Through Content Instruction | Language: English**
**Intended Audience: Teachers, Administrators | Grade Level: K- 8**

## Cuestionar lo normal: The Radically Just Potential of Queer and Translanguaging Pedagogies

**Santa Fe Convention Center - O'Keefe/Milagro**

Nelia Pena — Teacher, Denver Public Schools and CU Boulder
Devon Hedrick-Shaw — Assistant Professor, University of Illinois Urbana-Champaign

Amidst targeted racist, xenophobic, and anti-LGBTQ+ policies, we ask ourselves: how can we better support the students in our classrooms? Drawing on the social justice roots of bilingual education, we call attention to the ways we can be more radically just educators for our racialized, LGBTQ+ bilingual students, and by extension, all our students. Specifically, we turn to queer and translanguaging pedagogies and their potential to disrupt what counts as normal, honor the diverse identities of the students in our classrooms, and expand what is possible for who our students may become.

**Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Spanish**
**Intended Audience: Teachers, Administrators | Grade Level: K-20**

## A Story Worth Telling: The Birth of Filipino Bilingual Authorization

**Santa Fe Convention Center - Peralta/Lamy**

Dr. Nirmla Flores — Assistant Professor, California State Polytechnic University, Pomona
Lyn Scott — Professor, California State University, East Bay

This proposal shares the 2024 establishment of the Filipino Bilingual Authorization at Cal Poly Pomona, approved by the Commission on Teacher Credentialing through a collective effort of Filipino educators and community advocates. It highlights challenges, including navigating policy requirements, limited resources, and the need to demonstrate linguistic and cultural relevance. It also celebrates key successes, such as community collaboration, institutional commitment, and the validation of Filipino as a critical language in education. The session concludes with aspirations for sustainability, focusing on program growth, advocacy, and preparing future educators to serve Filipino multilingual learners.

**Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Filipino**
**Intended Audience: Teachers, Administrators, Researchers, Higher Education, Community | Grade Level: K-20**

## Marcadores visuales: impulso a la biliteracidad y conciencia metalingüística

**Santa Fe Convention Center - Pojoaque/NAMBE**

Dr. María Fernanda Bruzon — Multilingual Specialist, Austin Independent School District
Sharon Marroquin — Coordinator, Austin Independent School District

Esta sesión presenta cómo un distrito escolar en Texas fortalece la instrucción en los salones de primaria de lenguaje dual mediante el uso de marcadores visuales de lenguaje y andamiajes lingüísticos. Se describirá la iniciativa para evitar la traducción persistente a través de la capacitación del personal docente sobre el impacto de mantener el lenguaje de instrucción (permitiendo el translenguaje del estudiantado) y de utilizar estrategias que integran apoyos lingüísticos. Se compartirán las perspectivas de líderes, docentes y estudiantes acerca de los beneficios del marcador visual, además de “tips” para la implementación a nivel de distrito, escuela y salón.

**Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish**
**Intended Audience: Administrators, Teachers | Grade Level: K - 5(6)**

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- Empowering ELD for Dual Language Classrooms
- Cross-linguistic Connections in Dual Language Programs
- Master Biliteracy: Integrated Dual Language

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# What's next for your **dual language program?**

Participate Learning partners with districts to create greater coherence across bilingual instruction, educator support, and student learning.

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Build a shared, sustainable foundation for effective bilingual education across classrooms and schools.

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Help students put language and learning into action through leadership, real-world problem-solving, and community connection.

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Extend the pathway to biliteracy for heritage and post-immersion students in middle school.



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GRAND ENTRY - 6:00 PM

# POWWOW

November 13, 2026
Santa Fe Convention Center

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## Head Staff

MC: Boye Ladd, Ho-Chunk/Zuni
Arena Director: Terry Pecos, Pueblo of Jemez
Host Southern Drum: Rusty Cozad, Farmington, NM
Host Northern Drum: Powerhouse, Rio Rancho, NM
Head Woman Dancer: Nataya Herrera, Diné
Head Man Dancer: Tristan Tenorio, Diné/Kewa Pueblo







## Contest Dance Categories

JUNIORS - Ages 7-12 • TEENS - Ages 13-17
ADULTS - Ages 18 and over
GOLDEN AGE WOMEN 60 & over (combined)
GOLDEN AGE MEN 60 & over (combined)

**Chicken Special 16+ Sponsored by Head Man Dancer**
**Adult Women and Teen Girls Dance Categories:** Jingle Dress, Fancy Shawl, Northern and Southern Traditional.
**Adult Men and Teen Boys Dance Categories:** Grass, Fancy, Northern, and Southern Traditional.
**Jr. Girls Dance Categories:** Jingle Dress, Fancy Shawl, Northern/Southern (Combined).
**Jr. Boys Dance Categories:** Grass, Fancy, Northern/Southern (Combined).
**Tiny Tots - 6 and under.**

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