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 Thursday Program

La Cosecha®
Dual Language Conference • LaCosechaconference.org

DUAL LANGUAGE EDUCATION of NEW MEXICO

Programación ✳ General Schedule

jueves, el 12 de noviembre de 2026 • Thursday, November 12, 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

Conference Fundraiser — Comedy Show & Dance Party

Eldorado Hotel • Ballroom



Sesión plenaria ✳ General Session

jueves, el 12 de noviembre de 2026 • Thursday, November 12, 2026

8:00 am – 9:20 am

Santa Fe Community Convention Center

Welcome and Opening Comments



Lisa Meyer
Director of Instruction
Dual Language Education of New Mexico



Introduction of Community Harvester Sponsor

Melanie Vigil
Director of Operations
Dual Language Education of New Mexico

Community Harvest Message



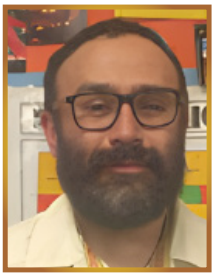
Victoria Tafoya
Program Officer
W.K. Kellogg Foundation



Keynote

Dr. Miguel Cardona
12th United States Secretary of Education

Housekeeping



Tomas Sánchez
Board Member
Dual Language Education of New Mexico

Conference Fundraiser – Comedy Show & Dance Party • Eldorado Hotel

Musical Peña • La Fonda

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Rethinking LTEL Success: High Expectations, Language Development, and the Path to Reclassification

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

Maria Orellana — Director of Professional Development, Summit K12

Long-Term English Learners (LTELs) are capable of rigorous academic work, yet instructional practices can unintentionally limit their language growth. Grounded in the English Learner Success Forum (ELSF), this session explores shifts from compliance-based support to instruction that builds agency, academic language, and independence. Participants will identify barriers to reclassification and gain practical strategies for maintaining rigor while accelerating language development and achievement.

Strand: Power Session | Language: English
Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: 9 - 12 | Format: Workshop (Interactive)

Fluency: The Bridge Between Decoding and Comprehension

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

Shauna Williams — National Literacy Consultant, Benchmark Education
Liz Howard

Explicit phonics instruction is a must for all readers... Join us for this session to learn how to get students to cross the fluency bridge with practical tips, tools, and strategies that can be used as early as tomorrow.

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

Languaging, Transculturalism, and Identity in Dual Language Education

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

Analleli Hernández — Director of DLME, Center for Applied Linguistics

How do we leverage students' full linguistic repertoires to deepen content learning and strengthen their biliteracy trajectory? This session examines classroom scenarios where intentional languaging practices support language development, metalinguistic awareness and transculturalism. Designed for dual language teachers, coaches, and administrators, this session directly addresses the three pillars of dual language education in CAL's Guiding Principles for Dual Language Education.

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

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

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

Ana Aguilar — VP 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)

The Secret Sauce of Biliteracy: Connected Resources for Deeper Learning

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

Maria Campanario — National Literacy Consultant, Benchmark Education

This interactive session reveals the "secret sauce" of Biliteracy: connected resources that intentionally link texts, tasks and language routines. Participants will explore how these connections support cross linguistic transfer, deepen comprehension and strengthen skills through concept rich practices and resources. Grounded in the research of SoR and SoL, the session highlights how integrated resources accelerate oracy, reading and writing. Engaging activities for participants will support discussion and understanding.

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

Power Sessions

Supporting Your Teachers When They Tell You, "There's Not Enough Time to Get Through It All!

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

Shera Simpson — Co-Founder, Dual Language Connections, LLC

Are your dual language teachers trying to figure out how to teach two full language arts curricula in the time meant for one? Teaching the same skills twice while others fall through the cracks? Feeling pressure to cut partner-language time to prepare for standardized tests in English? These are signs that your program needs a biliteracy map. In this power session, school and district leaders will learn what biliteracy mapping is, why your program needs a map, and the decisions to make before you start. Leave with a ready-to-use checklist and a plan to support your most valuable program resource - your teachers!

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

Love Libros?! Join our Teacher Collaborative!

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

Heather Robertson-Devine — Founder and President, Books del Sur

In this 30-minute session, we'll introduce the Books del Sur Educator Collaborative — a national network of bilingual teachers, librarians, and coaches who review newly published Latin American titles before they reach U.S. classrooms. Learn how the process works, what members receive, and how your feedback shapes dual-language curriculum nationwide. Come with questions, leave with a new way to connect your students to books that reflect their world.

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

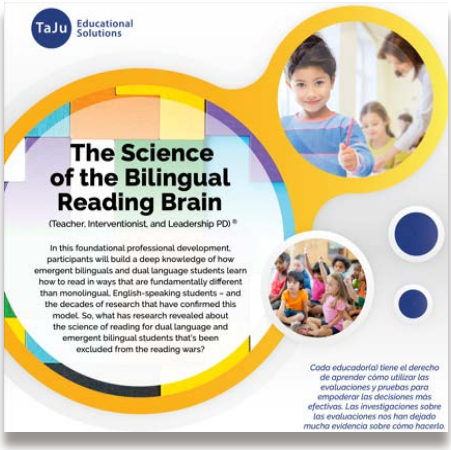
Rethinking LTEL Success: High Expectations, Language Development, and the Path to Reclassification

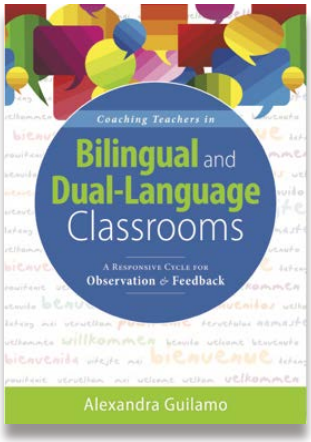
Santa Fe Convention Center - Kearney • 3:50 pm – 4:20 pm

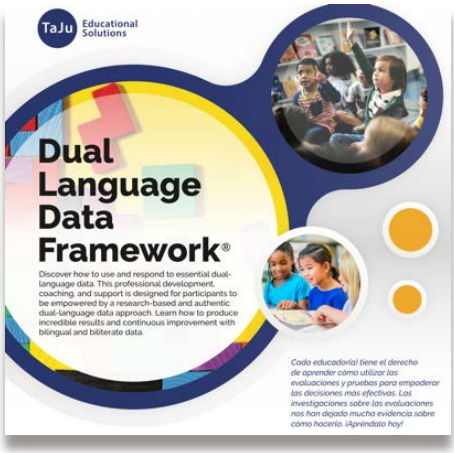
Maria Orellana — Director of Professional Development,, Summit K12

Long-Term English Learners (LTELs) are often capable of engaging in rigorous academic work but may experience instructional practices that unintentionally limit language growth. Grounded in principles from the English Learner Success Forum (ELSF), this session explores the shifts educators can make to move from compliance-based support to instruction that builds agency, academic language, and independence. Participants will examine the most common barriers that prevent LTELs from reclassifying, including over-scaffolding, limited opportunities for academic discourse, reduced cognitive demand, and insufficient attention to the language demands embedded within grade-level texts and tasks. Educators will leave with practical strategies for maintaining high expectations while providing meaningful language supports that accelerate both language development and achievement.

Strand: Power Session | Language: English
Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: 9 - 12 | Format: Workshop (Interactive)

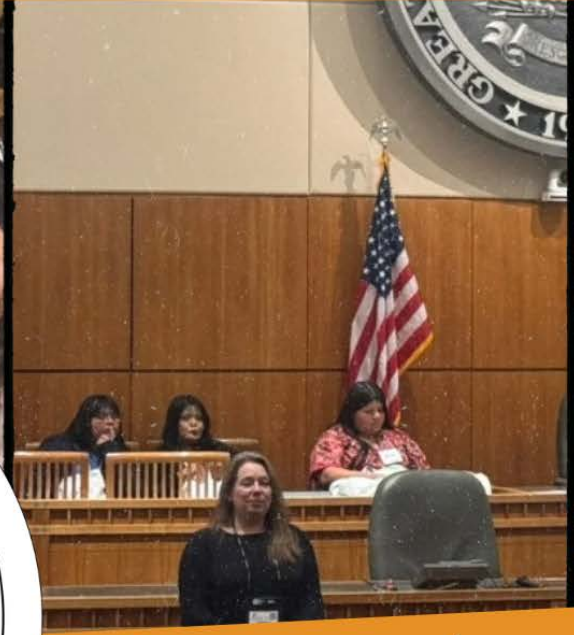






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2026

Student Leadership Institute

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SLI Mission

To support linguistically and culturally diverse youth to:

- embrace language, culture, and history as a source of power and responsibility;
- embrace their power and responsibility as an invitation to lead; and to
- embrace their invitation to lead as an incentive to build partnerships amongst each other in order to prepare for a future of advocacy and the betterment of our diverse communities.

La Cosecha

SLI Will Feature

- Community Leadership Planning Workshops
- Breakout Sessions
- Guest Speakers
- Networking Tertulias

FOR STUDENTS IN GRADES 8–12

November 13, 2026

8:30 am - 3:30 pm

Roundhouse

www.LaCosechaConference.org

Integración de las matemáticas y las ciencias para desarrollar el sentido matemático y científico utilizando herramientas tecnológicas como Tile Farm y AIM4S3™

Drury Hotel - Lamy

Josefina Baidon — Teacher, Christine Duncan Heritage Academy
Elia Maria Romero — Instructional Specialist, Chrisitine Duncan Heritage Academy
Dr. Luis Romero — Instructional Specialist, christine Duncan Heritage Academy

This presentation will provide an overview of how Title Farm application works in conjunction with AIM4S3™ strategies to support effective kindergarten instruction. It will highlight how these strategies can be seamlessly integrated into mathematics and science instruction, promoting student engagement, meaningful learning experiences, and the development of foundational academic skills.
The presentation will also demonstrate practical ways educators can use Title Farm and AIM4S3™ strategies within the kindergarten classroom to enhance instruction, support student learning, and create opportunities for young learners to explore, think critically, and make connections between mathematics and science.

Strand: Academic Language Development Through Content Instruction | Language: Spanish
Intended Audience: Teachers, Administrators, Parents, Students, Higher Education, Community , Researchers | Grade Level: Pre-K - 2

Achieving a Multicultural Classroom Through Mindful Changes

Drury Hotel - Meem

Ms. Jennifer Adams — Teacher, Worcester Dual Language Magnet School
Elena Schmitt — Professor, Southern Connecticut State University

Culturally responsive curriculum (CRC) is often discussed as a set of principles, yet teachers frequently struggle to translate those principles into specific instructional decisions that make school curriculum more accessible and relevant to multilingual learners (MLs). This session will inform participants about the meaning and value of sociocultural competence, and participants will be given ideas as to how to best incorporate sociocultural competence into the classroom. This session will draw on a pilot dual language classroom study, presenter's teaching experiences, and the Strawberries in Watsonville framework to demonstrate how curriculum can be co-constructed with students and families.

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

Crea y lleva: Libros desplegables históricos

Drury Hotel - O'Keefe

Alicia Juarez — Teacher, Andersen United Middle School Minneapolis, MN

Acompáñenos en este taller dinámico de 'Crea y Lleva' donde demostraremos cómo crear y usar libros desplegables (pop-up books) tridimensionales con sus estudiantes. Analizaremos cómo se combinan el pensamiento crítico, las narrativas históricas y la creación de libros para relatar momentos importantes de la historia. Se mostrarán ejemplos de proyectos creados por estudiantes de séptimo grado. Durante esta sesión, usted creará su propio libro desplegable y se lo llevará para usarlo como modelo en su salón de clase. Saldrá con una estrategia que motivará a sus alumnos a dar vida a la historia de una manera práctica, creativa y tangible.

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

Let's Get Talking! Strategic Oracy for the DLBE Classroom

Drury Hotel - Palace Ballroom A

Rachell Plote — Instructional Specialist, Illinois Resource Center

Oracy is the essential foundation for biliteracy, yet moving beyond basic "icebreakers" can be a challenge. This interactive workshop explores high-leverage strategies for increasing oracy with Multilingual Learners across languages and grade levels. Participants will discover why structured talk opportunities are a vital tool for developing academic vocabulary, student agency, and program equity. Be prepared to engage in collaborative protocols that you can implement immediately to utilize oracy as a strategic scaffold for student writing and biliteracy development!

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

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Perfect Pairs: The Secret Life of Words

Drury Hotel - Palace Ballroom B

Johanna Perez-Emmanuelli — Instructional Specialist, Galena Park ISD

This engaging session uncovers the hidden patterns behind word pairings known as collocations. Designed to be both fun and practical, the presentation reveals how these "perfect pairs" shape the way we speak and write every day. Participants will explore meaningful examples through children's informational literature, hands-on activities, and classroom-friendly strategies that make learning collocations exciting and memorable for students of all levels.

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

Fostering Foundational Biliteracy Skills Through Oracy and Modeled Writing

Drury Hotel - Rivera A

Dr. Vanessa Chacon — Teacher, Gaithersburg Elementary School/Montgomery County Public Schools
Carolina Oropeza — Teacher, Elk Grove Unified School District
Dr. Lucinda Soltero-Gonzalez — Associate Professor, University Of Colorado Denver

Learning about the functions and conventions of writing and developing oracy across bilingual learners' languages is essential for their biliteracy development. Join an experienced bilingual teacher and a dual language literacy interventionist as they demonstrate the use of a modeled writing approach. This evidence-based approach is meaning- and student-centered and effectively accelerates foundational biliteracy skills including oracy, letter and sound identification, concepts of print, grammar, spelling, and punctuation. Presenters will highlight the use of this bilingual approach in Spanish and English core literacy instruction and in intervention settings, and how to foster cross-language connections.

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

Envisioning a Sustainable Bilingual School Evaluation Framework: An Indigenous-Relational Approach

Eldorado - Anasazi North

Carlos LopezLeiva — Professor, University of New Mexico
Carlos LopezLeiva — Associate Professor, University of New Mexico
Susana Ibarra Jonhson — Associate Professor, New Mexico State University
Lucia Carmona — Director of Operations and Community Engagement, Raices del Saber Xinatchtli Community School
Minea Armijo Romero — Assistant Professor, New Mexico State University
Joaquin Arguello de Jesus — Doctoral Candidate, University of New Mexico

This dynamic bilingual presentation shares an evolving school evaluation framework implemented at an intercultural and multilingual school in the New Mexico Borderlands. This Indigenous Bilingual School Evaluation approach promotes both: a) a responsive, sustainable evaluation that offers self-capacity development of holistic evaluation practices, and b) a relational, reciprocal view to the school mission on languages, community values, and Indigenous pedagogies; all with the goal of opening a dialogue that asserts fulfilled objectives and signals opportunities for change. The audience in this session will experience two assessment tools to discuss the tools' contextual purposes and possible adaptations.

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

Coaching in Dual Language Programs: Enfoque en biliteracidad y evaluación

Eldorado - Anasazi South

Dr. Margarita Calderon — Professor, Johns Hopkins
Dr. Margo Gottlieb — WIDA Co-founder, University of Wisconsin-Madison

Coaches, in partnership with dual language teachers, make a positive difference in language, biliteracy, and academic outcomes of multilingual learners. Las presentadoras share studies, apply observation protocols, and model coaching strategies for fostering academic languaging and encouraging assets-based actions in dual language classrooms. Coupled with instructional ideas are examples of classroom assessment that promote student interaction and assessment for learning and offers feedback to both teachers and students. Nuestros/as colegas will leave with tools for guiding and collaborating with teachers before, during, and after reading while engaging MLs in meaningful discourse.

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

Indigenous Languages Support Framework

Eldorado - Ballroom A

Patrick Werito — ILS Coordinator, Dual Language Education of New Mexico
Dr. Carlotta Penny Bird — Professor - UNM, Heinrich Grant
Mila Padilla — Zuni Language Teacher, Indigenous Core Team DLeNM
Ina Montoya — Apache Language Teacher/Administrator, Indigenous Core Team DLeNM
Samuel Villarreal Catanach — Indigenous Language teacher, Indigenous Core Team- DLeNM
Regina Benally — Dine Language teacher, Indigenous Language Core Team Member- DLeNM
Carlotta Martza — Zuni Language Teacher, Indigenous Core Team DLeNM
Shannon Johnson — Diné Bilingual Coordinator, Indigenous Core Team DLeNM

The Indigenous Languages Core Team will present powerful frameworks, tools, and professional learning pathways developed through specific Heinrich grants for Indigenous language educators. This interactive working session blends showcase, listening circle, and a call to action—bringing Native teachers, program leaders, and community educators together to share realities, challenges, and bright spots while co-creating concrete strategies for schools, districts, and tribal communities. Participants will leave with actionable ideas, meaningful connections, and a bold vision for centering Indigenous languages in dual language and heritage language programs.

Strand: Indigenous Language Revitalization | Language: English, Diné (Navajo), Keres, Tiwa, Tewa, Towa, Apache (Jicarilla, Mescalero)
Intended Audience: Teachers, Administrators, Researchers, Higher Education, Parents, Students, Community | Grade Level: K-20

Puentes sin fracturas: Rethinking Authenticity in Literature for Biliteracy

Eldorado - Ballroom B

Dr. Sonia Soltero — Professor, DePaul University
Maria Francesca Mayobre — Sponsor, Curriculum Associates, LLC

What makes a text “authentic”? Authenticity is often assumed and rarely questioned. This session explores what authenticity means in Spanish-language literature for biliterate readers, arguing that it is neither fixed nor singular but shaped by language, culture, and lived experiences. Participants will consider linguistic diversity, the conditions for effective transadaptations, and how authors writing across languages and cultures challenge and redefine notions of authenticity. The session also highlights how these texts can do more than build literary knowledge: they can strengthen connections among schools, students, families, and communities, helping bridge divides and foster deeper engagement.

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

De Bad Bunny a Biliteracy: Spanish Language Arts en Secundaria

Eldorado - Chapel

Ishtar Rosario Medina — Teacher, Eastern Carver County Schools

¿Cómo diseñamos unidades de Spanish Language Arts que conecten con la identidad y la realidad cultural de los estudiantes? Esta sesión presenta una secuencia de ocho unidades en secundaria centradas en voces contemporáneas del mundo hispano, incluyendo un estudio de identidad a través de artistas como Bad Bunny. Los participantes explorarán cómo integrar cultura, lenguaje y pensamiento crítico para fomentar biliteracy y compromiso auténtico.

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

Tiny Learners, Big Language: Creating Purposeful Content Language Objectives in Early Elementary

Eldorado - DeVargas

Tania Valenzuela — Teacher, Carver Dual Language School

Content language objectives take on a different form in kindergarten, where emergent bilinguals are learning how to use language at its most essential level. Whether speaking in complete sentences or engaging in early academic conversations, young learners require objectives that honor the unique starting point of early childhood language development. Participants will walk away with practical strategies for designing clear, developmentally appropriate objectives that help children grow from single words to purposeful, confident communication in dual language classrooms.

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

La Cosecha

Semillas y Raíces

2026
Family & Community Institute

13 de noviembre de 2026
November 13, 2026
8:30 am - 3:00 pm
(Check-in/Registrarse a las 8:15 am)

Hotel Glorieta
Maravilla Ballroom

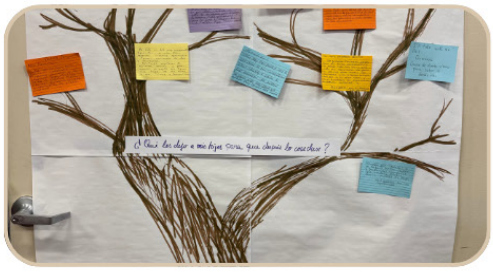


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Thursday, November 12th, 3:20 pm – 4:30 pm

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Reimagined and Rebuilt: One School's Dual Language Transformation

Eldorado - Zia A

Ms. Melody Wharton — Executive Director, Center for Teaching for Biliteracy
Leslie Ruvalcaba — Administrator, Lancaster School District - Linda Verde School

What does it take to reimagine and rebuild a dual language program that isn't living up to its promise? In this co-facilitated session, a school principal and consultant team walk through a real journey, from confronting hard truths about student achievement to building consistent messaging across stakeholders and systems that now support teachers and students. Participants will gain an honest look at key milestones, unexpected challenges, course corrections, and what's planned next. This is a case study for leaders who want inspiration and a practical framework they can adapt.

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

La poesía como ensayo oral para la biliteracidad

Eldorado - Zia B/C

Ms. Rosa González-Rogers — Teacher, Lavaland Elementary School
Mayra Moncada — Instructional Specialist, Christine Duncan Heritage Academy

Muchos estudiantes bilingües necesitan apoyo explícito para desarrollar fluidez oral, pronunciación y confianza académica en ambos idiomas. En esta sesión interactiva, descubrirás cómo la poesía, la rima y la repetición funcionan como un ensayo oral para fortalecer el lenguaje oral y acelerar la biliteracidad en programas de doble lenguaje. Basada en investigaciones sobre adquisición del lenguaje y biliteracidad temprana, esta sesión ofrecerá rutinas listas para usar, ejemplos reales de estudiantes y estrategias culturalmente sostenibles. Además, explorarás cómo utilizar herramientas de IA para apoyar la planificación eficiente de rutinas poéticas alineadas con objetivos lingüísticos y contenido académico.

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

Dual Language Program Implementation PreK-12 - A District's Journey to 35 DLI Programs

Hilton - Canyon 1

Robin Farup-Romero — Administrator, Salem Keizer Public Schools
Olga Cobb — Director, Salem Keizer Public Schools

Salem Keizer SD in Oregon will present our four-year journey with DLENM to expand dual language programs across 3-PreK, 21 elementary, 6 middle, and 5 high schools. We will share our DLI vision, key outcomes, and support structures for schools. Our collaboration with Dr. Susana Ibarra Johnson and Dr. Jacklyn Caires Hurley on our 6-12 grade translanguaging-based instructional framework will be highlighted. Participants will learn about our biliteracy trajectory focus, district and site-level support strategies, planning structures, and student outcomes as a result of the implementation. Attendees will receive planning documents and leave with actionable next steps to strengthen or expand their DLI programs.

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

Designing and Using Infographics to Advocate for DLBE Programs and Support DLBE Teachers

Hilton - Canyon 2

Dr. Meg Burns — Director, Multistate Association for Bilingual Education, Northeast
Elissa Washburn — Director, Multistate Association for Bilingual Education, Northeast
Laura Perez-Handler — Director, Multistate Association for Bilingual Education, Northeast

We designed six infographics as part of a free DLBE Resource Network with the goal of making complex information on program planning, instruction, translanguaging, and research more accessible for DLBE program leaders and teachers. This session will explore both the process and products of this project and will address these questions:

What qualities make information about DLBE accessible and digestible?
How can instructional leaders build infographics that help advocate for their programs?
How could our infographics be used in DLBE programs?
Participants will receive access to the infographics.

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

Acompañando futurxs maestrxs bilingües in a Bilingual Teacher Preparation Program

Hilton - Chapel

Dan Heiman — Associate Professor, University of Texas at El Paso
Carlos Saldaña Pérez — Student, University of Texas at El Paso

In this presentation we describe a series of Te Acompañamos workshops we designed and carried out with futurxs maestrxs bilingües as part of a grant to grow the bilingual teacher pipeline in the US-Mexico borderlands. With the aim of accompanying futurxs maestrxs bilingües beyond their coursework and state-mandated exams, the talleres focused on community building, identity work, and connecting futurxs maestrxs bilingües with local dual language bilingual education (DLBE) teachers and leaders in the community.

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

Puentes y barreras: The Dual Nature of AI in Multilingual Education

Hilton - Mesa A/B

Dra. Mariana Castro — Director, University of Wisconsin - Madison
Dr. Elizet Hernández Kneisler — Assistant Professor, University of Texas - Austin

AI is transforming our classrooms. For Multilingual Learners (MLs), it offers puentes: from personalized scaffolding and real-time translation to low-stakes environments to practice new languages. Yet, we must also consider bias, the loss of authentic cultural nuance, and the risk of over-reliance on digital crutches.

We will explore the delicate equilibrium between technological innovation and pedagogical integrity. We will dive into cutting-edge research that investigates how AI can be harnessed to empower student agency and honor heritage languages, while also critically examining the challenges that AI faces in capturing the practices of MLs.

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

Required Assessments, Missing Evidence: Leading Biliteracy Data Conversations

Hilton - Mesa C

Dr. Doris Chavez-Linville — Founder & Principal Consultant, Lumin Leadership

As Science of Reading policies expand screening and reporting expectations, district leaders are asked to act on literacy evidence collected for screening, progress monitoring, diagnosis, accountability, and classroom instruction. Yet teams may not share a clear understanding of an assessment's approach, construct, score, or appropriate use—especially when interpreting reading development across two languages. In this interactive session, participants complete an assessment matching challenge and examine a student case to determine what available evidence supports, what it cannot establish, and what remains unseen before making instructional, intervention, or MTSS decisions. Participants consider how leaders can connect district functions, so evidence informs instruction without conflating constructs, scores, or languages.

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

Connecting Communities: Engaging Families, Empowering Schools

Hilton - Pecos

Margarita Adame — Instructional Coach, Gene Ward Elementary School
Felicitas Reyes — Administrator, Sandoval Academy of Bilingual Education

This family engagement workshop unites parents, teachers, and administrators to foster inclusive, collaborative school communities. Participants will explore strategies to strengthen communication, honor diverse perspectives, and build meaningful partnerships that support student success. Through interactive activities and shared dialogue, attendees will gain practical tools to create welcoming environments where all families feel valued, heard, and connected.

Strand: Family and Community Partnerships | Language: English, Spanish
Intended Audience: Administrators, Parents, Teachers | Grade Level: K- 8

Our Lived Experiences: Successes & Challenges in Supporting Multilingual Learners through Quality Professional Development at the Secondary Level

La Fonda - La Terraza

Loretta Booker — Project Coordinator, Dual Language Education of New Mexico
Graz De Oliveira — Music Teacher, Chelsea High School
Katie Cook — Principal, Browne Middle School
Rebecca Hernández Zamora — Math Teacher, Browne Middle School
Esteban Cabrera-Durán — Multilingual Education Coordinator, Chelsea Public Schools

Educators who have made the effort to center the needs of their multilingual learners regarding language development in secondary content classes understand that it takes intentional planning, commitment, and vision. Challenges like external mandates and policies, time constraints, and bias pose a real challenge to us all. Join us for an engaging panel discussion on how a school district has made student-centered decisions which support the implementation of best practices for language learners through CLAVES®, a sustainable professional development framework. This work has been in partnership with Dual Language Education of New Mexico, hosts of La Cosecha. Come with questions, leave with improved insight! ¡Sí se puede!

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

From Monolingual to Multilingual: Rethinking Teacher Evaluation for Dual-Language Programs

La Fonda - Lumpkin Ballroom N

Dr. Marjorie Ringler — Professor, University of North Florida
Vanessa Mangual — Retired Educator, Author published by Velasquez Press

This session rethinks teacher evaluation rubrics for dual language and multilingual learner classrooms. Grounded in recent research and leadership experience, participants will compare monolingual and multilingual “look-fors” within the Instruction domain of an evaluation rubric. Through an interactive sort-and-revise activity, attendees will examine how instruction, language development, rigor, and program fidelity appear across settings. Participants will leave with practical tools to align observation practices more fairly and effectively with bilingual and multilingual instruction.

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

AIM4S3™ for Transfer: Strengthening Mathematical Understanding in Dual Language Thinking Classrooms

La Fonda - Lumpkin Ballroom S

Ms. Charlise Berkel — Administrator, Foster School/Dr. Bessie Rhodes School of Global Studies, Evanston/Skokie District 65
Juana Fernandez- Hamer — Instructional Specialist, Foster School
Evangelina Martin — Instructional Specialist, Foster School

This session shows how dual language teachers in a Spanish–English two-way immersion program use AIM4S3™-aligned practices to build deep mathematical understanding while intentionally developing academic math language through evidence-based biliteracy strategies. AIM4S3™ principles and biliteracy strategies are intentionally integrated into daily math small groups and a two-week, 30-minute targeted Tier 2 intervention for students below grade level. This intervention/acceleration block advances conceptual understanding across Tiers 1, 2, and 3 by reinforcing a concrete–representational–abstract (CRA) approach aligned to the math compendium.

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

Same Rigor, Right Supports: Using AI to Personalize Work for Every Multilingual Learner

La Fonda - New Mexico

Alexander Harris — Sponsor, IncluSend LLC

Every multilingual learner deserves a plan, and classroom work matched to where they are now. Yet most content teachers have little time or training to adjust lessons by language proficiency. This session shows how AI can help any teacher keep grade-level rigor while adjusting a task's language demands, starting from a student's WIDA ACCESS scores and Can-Do Descriptors. Using Melaa as a working example, we will model building a language plan, scaffolding a real assignment, and the guardrails that keep teacher judgment, student privacy and asset-based practice at the center.

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

Culturally and Linguistically Appropriate IEPs: MLs with Special Education Needs

La Fonda - Santa Fe

Mrs. Cristina Sanchez-Lopez — Education Specialist, Paridad Education Consulting
Aracelli Medina — Director of Multilingual Services Department, Valley View School District 365
Linde Parvin — Director of Student Services, Forest Park District 91

In this session, participants will walk through two new resources developed collaboratively between multilingual and special education specialists. These resources walk participants through aspects of the IEP where cultural and linguistic considerations can be included. At the end of the session, participants will take away a PDF of the resource guide and an accompanying checklist that teams can use and share right away in their settings.

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

La Brega in Biliteracy Instruction: Rasquache Design in Dual Language Classrooms

La Fonda - Stiha

Dr. Claribel González — Coordinator, Erie 1 BOCES

Dual language educators often design biliteracy instruction within systems shaped by monolingual standards and English dominant literacy mandates. This session examines how educators and students navigate these constraints through the lenses of la brega and rasquachismo. Participants will identify instructional adaptations across languages, and reinterpret teacher improvisation as intentional biliteracy design. This session elevates practitioner knowledge and invites educators to rethink foundational literacy instruction in dual language settings.

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-20

What Professional Development Do Teachers Need to Support Multilingual Learners?

Santa Fe Convention Center - Coronado/DeVargas

Lisa Meyer — Director of Instruction, Dual Language Education of New Mexico

What professional learning best equips K-8 teachers to support Multilingual Learners in math? Join the La Cosecha math team to explore research-based PD and its classroom application. Participants will examine high-impact strategies that expand access to grade-level content, strengthen academic language, and support informed instructional decisions. Designed for district and school leaders in DL and other programs.

Strand: Leadership: Research, Policy, and Advocacy | Language: English
Intended Audience: Teachers, Administrators | Grade Level: K- 8

El poder de nuestros idiomas: Promoting Students' Metalinguistic Awareness

Santa Fe Convention Center - Milagro/O'Keefe

Dr. Katherine Barko-Alva — Associate Professor, William and Mary

The purpose of this presentation is to support dual language bilingual education teachers in K12 settings as they create linguistically rich learning environments conducive to scaffolding dynamic conversations around language use while highlighting students' holistic linguistic repertoires (i.e., Spanish and English). Students' linguistic biographies and narratives (Herrera, 2022) will be used as background to create ample opportunities to engage in linguistic conversations in order to increase students' metalinguistic awareness. Three learning strategies (i.e., use of sentence frames [Barko-Alva & Chang-Bacon, 2023], vocabulary development, and writing scaffolds) will be modeled.

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

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Construyendo espacios de autohistoria y translenguaje

Santa Fe Convention Center - Ohkay Owingeh

Isela Rendon — Teacher, Albuquerque Public Schools
Ali Jurado — Teacher, Albuquerque Public Schools
Ali Jurado — Educator, UNM
Gloria Trejo — Educator, APS
Lizbeth Sánchez García — ABD, UNM

Educadoras nuevomexicanas construyen comunidades de práctica a través de la colaboración mutua. Mediante la autohistoria y el translenguaje, co-construyen un "tercer espacio" para reflexionar sobre identidad, pedagogía y la multiliteracidad de sus comunidades. Esta sesión está dirigida a docentes novicios que trabajan con estudiantes bi-multilingües. Habrá estudiantes que compartirán sus testimonios de manera presencial y vía artefactos, aportando sus experiencias y perspectivas sobre estas prácticas pedagógicas. Escuchen historias intergeneracionales y de resiliencia que cuestionan las ideologías lingüísticas y promueven una pedagogía que integra las identidades de los estudiantes como elementos fundamentales de la práctica educativa.

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-20

Master Biliteracy: Integrated Dual Language

Santa Fe Convention Center - Peralta/Lamy

Heather Skibbins — Associate Director, Sobrato Early Academic Language
Adriana Diaz — Senior Program Manager, Sobrato Early Academic Language

Biliteracy happens by design, not by chance! In this supportive session, discover how to intentionally navigate two literacy systems, saving you precious planning time while boosting student engagement in your dual language classroom.
Explore explicit language instruction and purposeful cross-linguistic transfer. You will walk away with a practical, ready-to-use strategy for immediate classroom impact. Plus, get an exclusive look at SEAL's NEW series, specifically designed to help K–6 teachers easily master biliteracy instruction. Join us to empower your teaching and help your multilingual learners thrive!

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

Creating Community: Multilingual Engagement That Matters

Santa Fe Convention Center - Pojoaque/NAMBE

Tabitha Lett — Educator, Vista Higher Learning

Community is not an extra, it is an instructional practice that creates the conditions for language development, engagement, and academic success. Join an experienced multilingual education specialist as she demonstrates how culturally responsive teaching, structured interaction, and purposeful scaffolds can transform classrooms into spaces where multilingual learners feel safe, valued, and empowered to participate. Through interactive learning experiences, participants will explore how Voice, Relevance, and Collaboration work together to foster belonging, increase engagement, and strengthen language production. Practical routines and strategies, including structured discourse, funds of knowledge, and collaborative learning protocols, will be modeled and deconstructed so educators can immediately apply them in their own classrooms. Participants will leave with ready-to-use tools that turn community into daily pedagogy while supporting multilingual learners' language development, biliteracy, and academic achievement.

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

¡Sin pretextos! The Intersection of Dual Language Leadership and Student Academic Achievement

Santa Fe Convention Center - Sweeney Ballroom

Dr. Jose Medina — Director, Dr. José Medina Educational Solutions
Elena Izquierdo — Professor, University of Texas at El Paso

What dual language school leaders and district administrators do—or fail to do—directly shapes whether students achieve academically in both program languages. Drawing on preliminary findings from the E3 Research Study, a multi-year longitudinal investigation grounded in equity, evidence, and efficacy, this session examines the critical intersections of leadership, instructional practice, language ideology, and systems-level decision making that influence student outcomes in dual language bilingual education. Without intentional, equity-driven leadership, the transformative promise of dual language bilingual education, and its potential to foster biliteracy, achievement, identity, and opportunity, will remain.

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

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Drury Hotel - Palace Ballroom B

Mateo Ballard Strauhal — Teacher, Beaverton School District

Fundamentals for all Middle and High School Dual Language content teachers: Setting up your course for success! In this interactive session, you will learn about using the four Pillars of Bilingual Education to create a supportive and content-rich course. I have been teaching secondary Dual Language for the last 18 years and this presentation is a culmination of many vital fundamentals that I have discovered through teaching, research, trial, and error at grade levels 6 through 12. ¡Empezar y mejorar tus cursos con éxito no importa cuál lenguaje enseñas! (Presentación bilingüe)

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

Sensors and Robotics: Empowering the Next Generation of Bilingual Innovators

Drury Hotel - Rivera A

Mrs. Natali Barreto-Baca — Teacher, Truman Middle School
Amelia Thompson — Teacher, Truman Middle School

This presentation highlights how bilingual middle school students engage in authentic STEAM learning through sensors and robotics. Participants will explore how students design, build, and program systems to collect real-world data, including environmental and motion sensing applications. The session showcases hands-on projects such as Arduino-based sensors, robotics challenges, and high-altitude balloon investigations. Attendees will gain practical strategies to support bilingual learners, integrate language development with STEM, and create inclusive, project-based experiences that build confidence, collaboration, and innovation.

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

Enhancing Language Assessment Practices across Spanish-English Bilingual Programs

Eldorado - Anasazi North

Alicia Kim — Other, WIDA, Univ. of Wisconsin-Madison
Mayra Valtierrez — Senior Manager, Language and Culture, NM PED
Patricia Garcia-Arena — Director of Research in Educator Learning, Research and Practice, WIDA, Univ. of Wisconsin-Madison
Elizabeth Cranley — Researcher, WIDA, Univ. of Wisconsin-Madison
Diep Nguyen — President and CEO, Center for Applied Linguistics

This panel explores language assessment practices in Spanish-English bilingual programs including, dual language immersion model. We will present survey findings on language assessment practices across bilingual programs in NM and also discuss implications for effective program implementation. Discussion will highlight formative and summative assessment practices, how data are used to inform instructional and programmatic decisions, and challenges educators face. Implications are shared for program leaders, emphasizing the importance of monitoring student progress, improving access to data, and strengthening assessment literacy to support high quality bilingual programs.

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

From Vision to Practice: Building Sustainable, Equity-Driven and Asset-Based Dual Language Programs

Eldorado - Anasazi South

Dr. Sonia Soltero — Professor, DePaul University
Lisa Godwill-Ukpong — Founder, Something to Work With LLC
Yuderquis Santos — Director, BilinguaLit Compass LLC

This session examines the interconnected roles teachers, school leaders, district administrators, and families play in designing, implementing, and improving dual language programs. Framed by the Dual Language Building Blocks, we explore how educators, leaders, and community partners navigate current sociopolitical challenges, limited resources, and deficit ideologies in revitalizing existing programs or creating new ones. Emphasizing shared leadership, equity-driven and asset-based decision-making, we offer practical strategies for building capacity, aligning systems, leveraging resources, and elevating community voice to build and sustain equitable high-quality programs.

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

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The Double Demand: Executive Functions in Bilingual Neurodivergence and Dyslexia

Drury Hotel - Lamy

Dr. Francisco Usero-Gonzalez — Assistant Professor, Sam Houston State University

Bilingual brains are active selectors, not blenders. For young Spanish-English learners with dyslexia, managing two languages while compensating for an atypical phonological processor creates a massive "double demand" on their executive functions. This session unpacks the neurobiology behind this cognitive overload, which is frequently misread as inattention or fatigue. We will demonstrate why translanguaging in early biliteracy is not merely a cultural courtesy, but a neurocognitive efficiency decision. Strategic access to Spanish reduces the brain's inhibitory load, freeing the working memory required to build the reading bridge these students desperately need.

Strand: Special Education for Multilingual Students | Language: English, Spanish
Intended Audience: Teachers, Administrators, Parents | Grade Level: K - 5(6)

Expanding Pathways to Multilingualism: Promoting Equity Through Linguistically Responsive Pedagogies

Drury Hotel - Meem

Dr. Sarah Cohen — Instructional Specialist, Chicago Public Schools
Marisol Salgado — Coordinator, Volta Elementary School, CPS
Dipal Parekh — Coordinator, Volta Elementary School, CPS

This interactive session will share the work of an elementary school with a highly multilingual student population to advance pathways to multilingualism across and between their Spanish dual language program and the Arabic and Gujarati TBE programs. This presentation will demonstrate the impact that dual language principles can have on developing student voice, identity investment and academic engagement by supporting all teachers to integrate translinguistic and cross-cultural lens with key pedagogical strategies. Grounded in CRT and the multiliteracies framework, participants will explore strategies that advance student engagement and create a unifying vision of a multilingual community of learners.

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

Not Either/Or, But Both: Translanguaging Strategies That Accelerate Academic Vocabulary

Drury Hotel - O'Keefe

Mr. Gerardo Gomez — Teacher, Denver Public Schools-Farrell B. Howell

This session explores how translanguaging can be used as a powerful tool to accelerate Tier 2 and Tier 3 academic vocabulary development in bilingual upper elementary classrooms. Grounded in classroom practice within a Title I school, the presentation shares practical strategies such as bilingual annotations, cognate analysis, and structured Spanish-to-English transfer. Participants will learn how to leverage students' full linguistic repertoire to improve comprehension, increase engagement, and strengthen academic language production. Attendees will leave with ready-to-use strategies that can be immediately applied to support emergent bilingual learners in diverse classroom settings.

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

From PD to Practice: Using CBLI to Build Academic Language and Biliteracy

Drury Hotel - Palace Ballroom A

Kyra Cardenas — Teacher, Austin ISD
Maria Fernanda Bruzon — Multilingual Specialist, Austin ISD

This session demonstrates how Content-Based Language Instruction (CBLI) can be implemented in daily instruction to strengthen biliteracy development in dual language classrooms. Drawing from a teacher's transition from professional learning to classroom practice, participants explore how visual-launch routines, structured conversations, and tiered sentence stems support students in developing oral language and writing in biliteracy. The session highlights how consistent use of these strategies increases student participation, builds confidence, and strengthens the use of academic vocabulary and evidence, particularly in expository texts.

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

Navigating the Future of Multilingualism: The Role of Critical Ideological Global Consciousness

Eldorado - Ballroom A

Dr. Cristina Alfaro — Professor, SDSU

Multilingual education in the U.S. has been shaped by immigration, sociopolitical ideologies, and language policies that continue to affect opportunities for multilingual learners. As linguistic diversity and dual-language programs grow, educator knowledge requires not only strong pedagogy but also critical ideological and global consciousness. This session examines the historical, theoretical, and political forces influencing the work of multilingual educators and leaders, highlighting ways to center multilingualism, challenge deficit perspectives, and advance educational, linguistic, and social equity through inclusive, globally responsible practices.

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

Advocacy, Balance, and Creative Problem-Solving in DLBE Leadership Amidst Shifts

Eldorado - Ballroom B

Dr. Sarah De La Garza — Assistant Professor, Texas Tech University
Elena Izquierdo — Professor, University of Texas at El Paso

E3, a 6-year longitudinal study, examines the large-scale implementation of Dual Language Bilingual Education (DLBE) across several districts to identify how leaders develop their expertise in DLBE. Drawing from qualitative and student outcome data, the E3 research yields insights into leaders' navigation of time, policy, practice, and equity. DLBE leaders balance numerous responsibilities, such as advocacy among stakeholders; program evaluation; and alignment of DLBE goals within school structures (Howard et al., 2018). This discussion will highlight exemplary leadership from the lens of Professional Standards for Educational Leaders to sustain DLBE amidst shifts in funding, demographics, and policy.

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

Going Old School: How to Construct an Interactive Student Notebook for Any Grade

Eldorado - Chapel

Kevin Donnelly — Teacher, Kansas City Public Schools

Learning has taken a major detour with the introduction of IPads and Chrome books and my students have lost their ability to make the connection between thought and action. Far too many students have grown almost immune to the idea of thinking for themselves. I will present a hands-on workshop where teachers can implement an Interactive Student Notebook in a bilingual environment, and apply it to virtually every content area.
Each participant will leave with a rough draft that they can take back to the classroom and implement immediately with their students. Additionally, I will raffle off a copy of Foldables by Dinah Zikes. My objective is to reintroduce the simplicity of pencil to paper.

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

Using Science to Activate Biliteracy: A Transferability Approach in DLI

Eldorado - DeVargas

Dr. Grethel Pedroarena — Coordinator, Atlanta Public Schools
Dr. Suzanna Roman-Oliver — Associate Professor, Dalton State University

This interactive session introduces two complementary K–8 tools developed to support intentional connections among science, literacy, and biliteracy: a transferability chart that identifies how literacy skills transfer across English and Spanish, and a science-literacy connections chart that identifies literacy skills embedded within science standards and practices. Grounded in literacy standards and NGSS science practices, the session moves beyond individual standards to examine the underlying skills students use across disciplines and languages. Through hands-on activities, participants will unpack standards to identify literacy skills, analyze their transferability across English and Spanish, and design integrated science experiences that intentionally bridge language, literacy, and content. Participants will leave with a process they can apply to their own standards and instructional contexts.

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

Designing Interactive Literacy Centers for Spanish Reading Learners: Fun and Rigorous

Eldorado - Zia A

Patricia Donati — Teacher, Marie Reed Elementary School
Panagiotis Meliotis — Director, Marie Reed Elementary School
Patricia Donati — Director, Marie Reed E.S.

This 70-minute interactive session provides participants with criteria for designing data-driven literacy centers that support reading growth while remaining fun and interactive for Spanish learners. Participants will engage in hands-on activities, demonstrations, and discussions, examining how classroom design scaffolds diverse reading skills. The session emphasizes creating literacy centers tailored to each student's needs and aligned with the Guiding Principles for Dual Language Education. Attendees will explore practical strategies, interact with the content, ask questions, and reflect on fostering biliteracy through intentional, student-centered classroom environments.

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

From Culture to Classroom: Backward Planning and GLAD Strategies for Culturally Sustaining Language Instruction

Eldorado - Zia B/C

Patrick Werito — Project Coordinator of Tribal Initiatives, Dual Language Education of New Mexico
Natalie Olague — Professional Development Coordinator, natalie@dlenm.org

How can educators design instruction that honors students' cultural identities while building rigorous academic outcomes? In this session, participants will explore a backward design approach grounded in Diné language and culture, where learning begins with what students should understand, know, and be able to do. Using examples from professional development with Diné language teachers, we will unpack how culturally sustaining content—such as relationships, respect, and community—can drive meaningful assessment and instruction.
Participants will experience and analyze high-impact Project GLAD® strategies, including Observation Charts, Inquiry Charts, and a Pictorial Input chart, to support oracy, engagement, and academic success.

Strand: Indigenous Language Revitalization | Language: English, Spanish, Diné (Navajo)
Intended Audience: Teachers, Administrators, Parents, Researchers, Community , Students | Grade Level: K - 12

Reclaiming the Teacher's Role in Igniting Literacy for Multilingual Learners

Hilton - Canyon 1

Dean Guzman — Director, Inquiry by Design
Martha Mendez — Resnick4@gmail.com

This session is an affirmation of the Power to the Teacher, demonstrating how the latest cognitive science on reading and writing is a tool for professional empowerment and instructional autonomy. Participants will collaboratively analyze research and common misconceptions, reframing them to intentionally preserve and amplify the rich linguistic narratives and diverse perspectives that secondary multilingual learners bring into the ELA classroom. This session will dive into practical, interactive routines designed to leverage students' linguistic resources, build on their existing knowledge, and enable teachers to lead the creation of truly equitable pathways to literacy success and belonging.

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

El laboratorio de IA: Desmitificando la ciencia en dos idiomas

Hilton - Canyon 2

Mr. Carlos Durango — Teacher, Summit Heights Junior High

This hands-on session demonstrates leveraging AI as a cognitive scaffold to help students conceptualize complex scientific vocabulary in both languages, transcending simple translation. Aligned with Dual Language Guiding Principles, it promotes equity and access to rigorous curricula, proving language is not a barrier to high-level scientific thinking. Addressing educator needs, the workshop provides practical strategies to save time and differentiate instruction for diverse learners. Participants will engage in active exercises to integrate AI effectively, reducing workload while enhancing inclusivity and academic rigor in the bilingual science classroom.

Strand: Integrating Technology | Language: English, Spanish
Intended Audience: Teachers, Administrators | Grade Level: 6 - 8

What Comes after Funding, Materials, and Vision? Let's Dig In!

Hilton - Chapel

Mrs. Adriana Fletes-Drone — Administrator, International Leadership of Texas

Discover how ACTFL Proficiency Guidelines and the Guiding Principles work together to strengthen teaching and learning. Explore real K–12 examples from International Leadership of Texas showing how various assessments track student growth, inform pathways, and guide instruction. Learn how data supports teacher growth through the Texas Teacher Incentive Allotment and walk away with practical strategies to boost student success, multilingual achievement, and increase student and teacher retention.

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

Math Talk That Moves Learning: Strategies to Lift Multilingual Learners' Academic Language

Hilton - Mesa A/B

Margaret Seclen — Educator, HMH
Rosa Salinas — rosa.salinas@hmhco.com

Join this interactive session on leveraging discourse and language routines in the math classroom to better foster and assess student understanding by supporting language learning for all students. Explore what good conversations between students look like and how to elevate meaningful academic math talk.

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

New Mexico Has a Unique Opportunity to Strengthen Education by Elevating Native American Languages, Cultures, and Community Knowledge

Hilton - Mesa C

KatieAnn Juanico — Assistant Administrator, Assistant Secretary for Indian Education, New Mexico Public Education Department

New Mexico has a unique opportunity to strengthen education by elevating Native American languages, cultures, and community knowledge. This presentation will introduce the 520 Native American Language & Culture Certification, highlight promising efforts from across the state, and explore how meaningful partnerships among Tribal partners and community leaders can support lasting impact. Participants will also learn about the statute, administrative code, and existing procedures that support Native American language and cultural education and certification in New Mexico.

Strand: Indigenous Language Revitalization | Language: English, Keres
Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K-20

Science of Reading for Multilingual Learners: Three Theories of Change

Hilton - Pecos

Dr. Katiusca Moreno — Consultant, NewSchools Venture Fund
Lucia Rocha — Founder, Hola Books
Callie Lowenstein — Founder, Acuarela
Yasmin Barkett — Co-Founder, ROYO(Read On Your Own)

The Science of Reading (SoR) is reshaping literacy instruction nationwide, but critics note it often falls short for multilingual students, leaving educators to figure out how to integrate this widely adopted approach. Innovative leaders are solving for this by developing decodables that integrate AI and heritage language, open-source speech recognition for diverse voices and dialects, and biliteracy-first curriculum. Attendees will learn about emergent approaches from the field and engage in a critical dialogue at the intersection of SoR and dual language education.

Strand: Integrating Technology | Language: English
Intended Audience: Teachers, Administrators, Parents | Grade Level: K- 8

Philanthropy Meets Pedagogy: Cultivating Partnerships to Advance Dual Language Instruction

La Fonda - Exchange

Dr. Maggie Marcus — Director, The Sullivan Family Charitable Foundation/UMD/DCPS
Eric Bethel — DCPS
Alethea Bustillo — DCPS

This session aims to illuminate how a nontraditional partnership between a public school system, a local philanthropic foundation, and school teams can be intentionally cultivated to accelerate instructional practice and student outcomes in dual language education. Grounded in the lived experience of DC Public Schools and the Sullivan Family Charitable Foundation, this session tells the story of how a relationship—rooted in shared purpose, trust, and strategic alignment—evolved into a powerful driver of professional learning, teacher leadership development, and classroom innovation.

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

From Two Languages to Biliteracy: Making Cross-Linguistic Connections Count

La Fonda - La Terraza

Dr. Vanessa Mangual — Author, Velasquez Press

What does high-quality biliteracy instruction look like across a Dual Language program? Teaching in two languages does not ensure biliteracy. In this interactive session, participants will explore how to build on students' linguistic assets, identify what transfers across languages, and teach what differs between Spanish and English. Participants will experience a cross-linguistic process that helps students observe, compare, connect, and apply across languages. They will also explore how intentional planning and supplemental resources can strengthen curriculum and instructional coherence, leaving with practical strategies to support teachers and strengthen biliteracy development program-wide.

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

Literacy for Multilingual Learners: A Blueprint

La Fonda - Lumpkin Ballroom N

Ester de Jong — Professor, UC Denver
Lucinda Soltero Gonzalez — Professor, University of Colorado Denver
Shelly Spiegel Coleman — Professor, Californians Together

In this presentation we share a blueprint to help us approach the policies that shape literacy practices for multilingual learners. Taking a multilingual stance, we illustrate what policies need to look like when grounded in research with and for multilingual learners. Specifically, the blueprint for Literacy for Multilingual Learners focuses on four areas: teacher development, assessment, family engagement, and instructional practices.

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

En comunidad, desde el corazón, hacia la justicia: Addressing Bilingual Underrepresentation in Gifted

La Fonda - Lumpkin Ballroom S

Dr. Apolonio Trejo — Director, Our Lady of The Lake Univeristy

This session explores the persistent underrepresentation of bilingual students in gifted education through an equity-centered lens. Grounded in community, cultural identity, and advocacy, participants will examine systemic barriers, challenge deficit-based assumptions, and learn practical strategies for more inclusive identification and support. Drawing on research and real-world examples, the session highlights how educators can center students' linguistic and cultural assets. Attendees will leave with actionable tools to recognize and nurture bilingual giftedness, ensuring programs that reflect justice, access, and opportunity for all learners.

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



La Siembra: A Guide to Planning a Student-Led Dual Language Conference for Community Outreach

La Fonda - New Mexico

Mr Ryan Mclaughlin — Teacher, Bookcliff Middle School
Yunnuen McLaughlin — Teacher, Bookcliff Middle School
Kevin Donoher — Teacher, Bookcliff Middle School

Do you want to take the seeds of learning from La Cosecha and sembrar them into your community? Look no further. This presentation provides a blueprint to create a student-led Dual Language conference where students build background in DLE, evaluate model programming using the Guiding Principles of Dual Language Education, analyze local and national data, identify disparities, and celebrate successes. Students present their findings to families, community members and district leaders, thereby planting the seeds from La Cosecha in their community and advocate for the expansion of DLE.

Strand: Family and Community Partnerships | Language: English, Spanish
Intended Audience: Teachers, Administrators, Parents, Students, Higher Education, Community , Researchers | Grade Level: K-20

¿Por qué lee mejor en español? Dyslexia, Orthographic Depth & Dual Language

La Fonda - Santa Fe

Josefina Martinez — Doctroral Student, Texas Woman's University
Jose Hugo Martinez — Teacher, Fort Worth ISD

¿Por qué lee mejor en español? Every docente de dual language has asked this about a struggling reader. La profundidad ortográfica explains why dislexia looks different across Spanish and English — y por qué removing emergent bilinguals from their programa bilingüe is both inequitable and instructionally wrong. Grounded in 7 peer-reviewed studies and aligned with the Guiding Principles for Dual Language Education, this bilingual workshop equips docentes, especialistas de educación especial y administradores with classroom strategies and program design tools — porque aquí es donde pertenecen.

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

Equity Begins with Preparation: Experiencias en la preparación para ser maestras bilingües

La Fonda - Stiha

Maria Migueliz Valcarlos — Assistant Professor, Eastern New Mexico University

The purpose of this interactive session is to present a study examining how K–12 educators understand and experience their preparation for working in bilingual and dual language education programs. Dual language education depends on educators who are well prepared to support bilingualism, biliteracy, and equitable learning for multilingual students. The study explored how K–12 educators understood and experienced their teacher preparation programs for working in bilingual programs. Participants will be invited to consider how these findings can guide more responsive, equity-centered teacher preparation programs and professional development. The session aligns with Strand 4 and Strand 3.

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

Building Biliteracy: The Dynamics of Cross-Linguistic Instruction

Santa Fe Convention Center - Coronado/DeVargas

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

Cross-linguistic transfer instruction is a research-based methodology that explicitly connects and compares the linguistic features between two languages. Effective use of specific strategies for word study, grammar, vocabulary, word order and the structure of each language will be presented. Participants will receive instruction on how to design and plan lessons and activities that promote students' metalinguistic and metacognitive skills. We look forward to seeing you!

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

From PD to Practice: Peer Feedback as Ongoing Professional Learning

Santa Fe Convention Center - O'Keefe/Milagro

Elizabeth Howard — Professor, University of Connecticut
Shera Simpson — Senior Educational Consultant, Dual Language Connections, LLC
Gustavo Macuil — Instructional Specialist, Ontario Montclair Public Schools

This session shares a case study of a school district putting their learning of effective strategies for effective dual language instruction into practice through sustained peer observations. In order to avoid the "one-and-done" PD mentality, teachers engaged in ongoing collaboration through peer observation and reflective conversations following a 2-day workshop, using a peer observation tool shared during the workshop. Participants will learn how peer feedback strengthened implementation of content-language integration, comprehensible input and output, building background, and culturally sustaining pedagogy, and how this approach built collective responsibility for high-quality instruction.

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

Beyond the Training: Building Project GLAD® Leadership Teams That Sustain Instructional Change

Santa Fe Convention Center - Peralta/Lamy

Caia Brown — Project Coordinator, Dual Language Education of New Mexico
Lisa Meyer — Director, Dual Language Education of New Mexico

Schools often experience strong initial results with Project GLAD® (Guided Language Acquisition Design), yet struggle to maintain consistent implementation over time. This interactive session introduces a leadership-driven model designed to sustain and scale GLAD® practices across classrooms. Attendees will leave with a clear understanding of what it takes to build and sustain a GLAD® Leadership Team over time, and how to begin planning for multi-year implementation at their site or district.

Strand: Leadership: Research, Policy, and Advocacy | Language: English
Intended Audience: Administrators, Teachers | Grade Level: K- 8

El arte de las preguntas: "It's Not the Text That's too Hard—it's the Questions we Aren't Asking."

Santa Fe Convention Center - Pojoaque/NAMBE

Monica Hurtado DeMendoza — Instructional Specialist, Adams 14 School District
Felipe Perez — Adams 14 School District

Students in dual language programs often struggle with complex texts, not because of the difficult level of the texts themselves, but because they lack structured opportunities to construct meaning across languages. Intentional questioning routines serve as a critical bridge, giving students consistent ways to process, discuss, and transfer understanding between languages. By centering the art of questioning as a core instructional strategy, educators can advance biliteracy, deepen comprehension, and strengthen students' ability to navigate complex texts.

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

Con corazón y querencia: Designing Transformative Early Childhood DL Classrooms

Santa Fe Convention Center - Sweeney Ballroom

Dr. Socorro G Herrera — Professor, Kansas State University
Mayela Visconti — Director, Guadalupe Centers
Alexis Delaney — Director, Guadalupe Centers

Unlock the power of research-based, community-driven biliteracy practices that accelerate outcomes for emergent bilingual learners. Grounded in the science of DL biliteracy development this session reveals how the Guadalupe Centers Early Childhood DL Program mapped out a biography-driven ecosystem that centers children, educators, and families alike. Through concrete classroom examples (video, artifacts, narratives) and tested instructional routines, you'll gain immediately actionable strategies to bridge home, school, and community knowledge—an approach proven to strengthen engagement, deepen learning, and foster long-term achievement. Don't just learn about dual language—leave ready to transform it.

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

Drama-Based Strategies for Story Time: ¡todos incluidos, todos participando!

Drury Hotel - Lamy

Katie Bernstein — Associate Professor, Arizona State University
Kim Manning — Instructional Specialist, Childsplay Theatre Company
Jenny Millinger — Instructional Specialist, Childsplay Theatre Company

Drama-based story times are a playful, imaginative way for teachers and children to step into books, act out plot points, and experience character emotions. By using multiple modalities—gesture, body movement, facial expression—drama increases access and engagement for language learners and students with disabilities. Drama also supports vocabulary, comprehension, and emotion knowledge. In this session, we'll model inclusive drama-based storytimes in English y en español, break down strategies for using drama in inclusive dual language classrooms, and end with research on drama's benefits.

Strand: Special Education for Multilingual Students | Language: English, Spanish
Intended Audience: Teachers | Grade Level: Pre-K - 2

Latinx Youth Literature To Build Community and Hope In The Bilingual Classroom

Drury Hotel - Meem

Luz Maria Rojas — Administrator, New York City Public Schools - District 1
Dra. Carla España — Professor, Brooklyn College
Fabiola Gonzalez — Professor, NYC PS - University Neighborhood Middle School

How can we use literature to build community and hope in a bilingual classroom?
The dual language framework utilizes Latinx literature as a cross-linguistic bridge to address the contemporary challenges our students navigate, fostering a classroom culture rooted in communal hope. By coordinating units in both ELA and SLA, we explore core themes such as displacement, sociopolitical history, family legacy, and collective resilience. By creating a translanguaging learning environment, our students are empowered to reclaim their narratives, to lead the discussions, and share the richness of their linguistic and cultural identities.

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

Voces de Lugar: Centering Translanguaging Pedagogies through Art Inquiry and the Ecology of Border Spaces.

Drury Hotel - O'Keefe

Dr. Minea Armijo Romero — Assistant Professor, NMSU

The proposal "Voces de Lugar: Centering Translanguaging Pedagogies through Art Inquiry and the Ecology of Border Spaces" explores the applications of Art Inquiry and Art-based methods that draw from the context of transnational education. The session demonstrates how visual and performance art can serve as a critical, non-textual medium for engaging with Border Theory. Art Inquiry operationalizes translanguaging by inviting students to leverage their full linguistic and cultural repertoires through creative expression. This process is essential for centering epistemologies of place, ensuring that knowledge rooted in the border ecology is validated and made visible.

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

Más allá del vocabulario: Teaching Academic Spanish Across Content Areas

Drury Hotel - Palace Ballroom A

Sandra Mercuri — Founder and CEO, Sandra Mercuri Education Consultants

Your students know the words. So why can't they write the sentence? This workshop goes beyond vocabulary to explore how Spanish actually works as an academic language. Through three phases: Understand, Analyze, Apply, you'll build linguistic knowledge, examine academic Spanish, and leave with strategies that transform instruction across content areas.

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

Through Their Words: Student Voice to Strengthen Biliteracy and Bilingual Identity

Drury Hotel - Palace Ballroom B

Dr. María Fernanda Bruzon — Multilingual Specialist, Austin Independent School
Samuel Bruzon — 7th grader, Small Middle School, Austin ISD
Josue Bruzon — 5th grader, Oak Hill Elementary, Austin ISD

This interactive session centers on two students' voices (elementary and secondary) as actionable data to understand biliteracy development in dual language classrooms. Grounded in the Guiding Principles for Dual Language Education, it highlights equitable instruction and rigorous, language-rich practices. Participants move beyond scores to examine how emergent bilingual students experience speaking and writing tasks. Using authentic narratives and video clips, educators identify instructional gaps and inequities in language access. Participants engage with scaffolds, including structured conversations, sentence stems, visuals, and content-based supports to strengthen academic language.

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

Unidad interdisciplinaria de nativo americanos de California DLI 3rd grade

Drury Hotel - Rivera A

Maria Mayo — Teacher, Ontario-Montclair School District - Euclid Language Learning Academy
Alyssa Alejos — Teacher, Euclid Language Learning Academy
Evangelina Ramirez — Teacher, Euclid Language Learning Academy

The presentation will focus on an interdisciplinary Native American Unit for a 3rd grade Dual Language Immersion class. The unit started with a study of California regions , moving on to a study of water conservation in California and the importance of native plants, and then focusing on various California Native American tribes. This unit of study included research, group presentations, writing, community outreach, and a visit to our local Museum of History and Art.

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

Entendiendo la disciplina y la identidad en contextos interculturales con el trasfondo cultural

Drury Hotel - Rivera B

Mrs. Jomara Quinones — Teacher, Samuel P. Langley
María Pía Oelrich — Student, William & Mary

Esta sesión es completamente en español y va a ser presentada usando un modo de colaboración interactiva para explorar las siguientes preguntas:
(1) ¿Cómo se relacionan y en qué se diferencian ambas culturas en sus concepciones de disciplina e identidad?
(2) ¿Cuáles son los cinco pilares de la disciplina alentadora (Mayo, n.d.)?
(3) ¿De qué manera estos pilares se manifiestan y se aplican en el entorno del aula, promoviendo relaciones respetuosas que protejan a la sociedad (Finnegan & d'Aubreu, 2024), que promuevan el sentido de pertenencia y la autorregulación para cada alumno?
Al final de la sesión, la meta es contar con una lista de estrategias basadas en esta exploración.

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

How to Strengthen Spanish Dual Language Bilingual Programs: Lessons from District Administrators

Eldorado - Anasazi North

Dr. Garrett Delavan — Assistant Professor, University of New Mexico
Trish Morita-Mullaney — Professor, Purdue University
Juan Freire — Associate Professor, Brigham Young University
Alysa Melo — Research Assistant, Brigham Young University

In this presentation we will discuss how leaders can strengthen dual language bilingual programs. We draw from our recent research study on a large school district website and interviews and five focus groups with 13 district administrators of Spanish programs. We found common barriers and how to overcome them. Supplemented with extensive research in the field, we will share lessons and recommendations on how to strengthen the programs, centering the rights of emergent bilinguals as grounded in an equity framework.

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

Afternoon Concurrent Sessions Overview — 1:50 pm - 3:00 pm

Planning for Biliteracy: Cross-Curricular Translanguaging in DLI Classrooms

Eldorado - Anasazi South

Kyla Harris — Doctroral Student, Georgia State University and Teacher Atlanta Public Schools
Joan Silvestrini — Doctoral Student, Georgia State University and Teacher Atlanta Public Schools

This session explores how intentional instructional design can promote biliteracy through cross-curricular translanguaging in Dual Language Immersion (DLI) classrooms. Participants will examine research-based models of translanguaging and transferability and engage in collaborative lesson design that leverages students' full linguistic repertoires. Emphasis is placed on metalinguistic development, equitable access to content learning, and practical classroom application across subject areas.

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

Corazón: Writing from the Heart, Centering Identity and Voice in Multilingual Classrooms

Eldorado - Ballroom A

Yvonne Williams — Executive Director, Professional Development & Strategic Partnerships, SUMMIT K12

Participants will explore how writing instruction can honor multilingual learners' identities, languages, and lived experiences while strengthening literacy development. Through research-based practices, authentic student writing samples, mentor texts, and a Cycle of Writing for Voice framework, participants will learn how to leverage translanguaging, culturally sustaining pedagogy, and collaborative writing experiences to amplify student voice and agency. Attendees will leave with practical strategies for creating writing spaces where multilingual learners can use their full linguistic repertoire to develop ideas, express identity, and engage in meaningful writing.

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

Six Essential Components of a Successful Dual Language Immersion Program

Eldorado - Ballroom B

Dr. Angela Palmieri — Director, Institute for Multilingual Education (IME)

This session will provide participants with an overview of six components to consider when developing a dual language bilingual education program. These components, based on the Guiding Principles for Dual Language Education, include: 1) DLI plan, 2) mission and vision, 3) TK-12 DLBE pathway, 4) parent and family education, 5) curriculum and assessment, and 6) support for dual language program and teacher professional development. An important session for district and school leaders of dual language programs, as well as for those stakeholders invested in the development of a new dual language program.

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

Voices of Experience: Commitment, Comunidad, and Family Engagement in Dual Language Bilingual Education

Eldorado - Chapel

Dr. Vanessa Espitia — Assistant Professor, UTEP

E3 is a six-year longitudinal study that examines large-scale Dual Language Bilingual Education (DLBE) implementation across multiple districts to identify how leaders develop expertise in DLBE. One significant feature explored through E3 is family and community engagement, an essential component of effective DLBE. Through parent interviews conducted on a K–8 DLBE campus, families shared their perceptions of the program, examples of their involvement, and the ways they experienced deeper engagement, empowerment, and comunidad. Via preliminary research findings, participants in this session will interact with practical actions that will further create an inclusive comunidad for families in dual language.

Strand: Family and Community Partnerships | Language: English, Spanish
Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K- 8

Turning Look-Fors into Instructional Action in Dual Language Classrooms

Eldorado - DeVargas

Lizeth Dominguez — Coordinator, Clark County School District
Erick Casallas — Administrator, Clark County School District

It's one thing to have a "look-for" tool; it's another to use it to actually change what's happening in the classroom. We've all seen data stuck in a binder collecting dust. This session is about moving it into action. In this interactive workshop, we'll explore how teachers and leaders use dual language observations to provide meaningful feedback that drives student success. We'll connect look-for tools, coaching cycles, PLCs, and professional learning into a system that supports instruction for multilingual learners and can be implemented right away.

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

Speaking From the Heart: Building Diné (Navajo) Vocabulary for Oral Fluency

Eldorado - Zia A

Dr. Dr. Ophelia Sanchez — Director, Gallup McKinley County Schools
Kimberly Becenti — Curriculum Specialist, Gallup McKinley County Schools

This interactive workshop is designed to engage learners in acquiring and practicing essential Diné (Navajo) vocabulary, with a strong emphasis on oral language development. Participants will explore dynamic teaching strategies that scaffold vocabulary learning and build confidence in speaking, ensuring words come alive in conversation rather than just memorization.

Strand: Indigenous Language Revitalization | Language: Diné (Navajo)
Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K - 12

Cultivando coherencia y comunidad: From Vision to Co-Planning in a Dual Language School

Eldorado - Zia B/C

Sara Arranz — Administrator, DCPS
Noelia Alvarez — Coordinator, Shirley Chisholm ES DC Public Schools
Freddy Torres — Coordinator, Shirley Chisholm ES DC Public Schools
Sara Arranz — Principal, Shirley Chisholm Elementary School / DC Public Schools
Noelia Alvarez — Coordinator, Shirley Chisholm Elementary School / DC Public Schools
Freddy Torres — Teacher, Shirley Chisholm Elementary School / DC Public Schools
Jiyeon Lee — Teacher, Shirley Chisholm Elementary School / DC Public Schools

This interactive workshop supports educators in designing intentional, collaborative planning systems that strengthen coherence across dual language classrooms. Participants explore aligning instruction, whole child development, & data-informed decision-making through a structured Coherence Cycle: Plan, Collaborate, Implement, Analyze, & Refine.
The session emphasizes shared systems over isolated strategies to advance equitable outcomes for multilingual learners. Educators engage in thinking routines, collaborative case studies, & guided reflection to surface breakdowns in planning, communication, implementation, & data use. Participants will diagnose root causes & design system-level solutions.

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

Equitable Acceleration: Bridging Access for Multilingual Learners in Dual Language Contexts.

Hilton - Canyon 1

Laura Carbajal — Instructional Coach, Berwyn North School District 98
Rachel Cline — Instructional Specialist, Berwyn North SD98

Over the past three years, District 98 has implemented a comprehensive academic acceleration initiative to expand access to advanced learning and promote equity. This session shares critical lessons learned through implementation and continuous improvement. While acceleration is a proven research-based approach, multilingual learners are often excluded by "language-first" deficit models. Our strategic approach disrupts this gatekeeping by aligning with the Illinois Acceleration Placement Act and A Nation Empowered to recognize high ability in a student's home language. We will address common myths, equity considerations, and the importance of linguistically responsive, data-informed decision-making.

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

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.

- **DUAL LANGUAGE MASTERY**
  Build a shared, sustainable foundation for effective bilingual education across classrooms and schools.
- **GLOBAL LEADERS**
  Help students put language and learning into action through leadership, real-world problem-solving, and community connection.
- **CONEXIONES**
  Extend the pathway to biliteracy for heritage and post-immersion students in middle school.

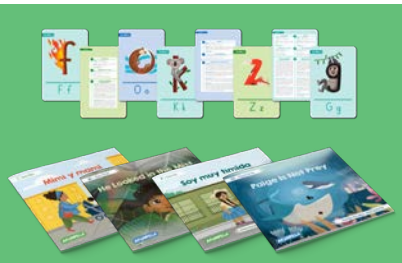


Explore your school's next steps with us at La Cosecha.

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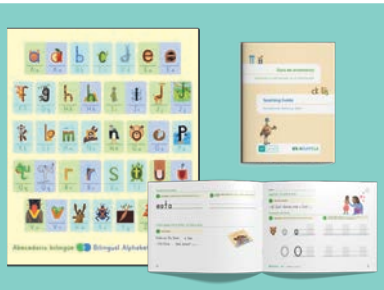
Building joyful, equitable biliteracy experiences from the start



Decodable Texts & Tools for Biliteracy

Gorgeous, original texts and ABCedario resources in Spanish and English. Acuarela's unique Biliteracy Decodables bring mirrors, windows, and whimsy to life, crafted by expert bilingual educators from across the US and illustrated by award-winning illustrators from across Latin America.

Explore our Decodable Sets & Tools for Biliteracy today!



Foundational Biliteracy Skills Curriculum

The first ever Foundational Biliteracy Skills curriculum. K-1 available now, with Grade 2 launching in Fall 2027!

Designed on Acuarela's groundbreaking Scope y Secuencia, this unique program is grounded in literacy research in Spanish, English, and specific to multilingual learners to accelerate literacy in dual language and bilingual contexts in both languages.



Science of Biliteracy: Professional Learning

Educator workshops designed to build capacity and expertise that bridges the why and the how. Ongoing coaching available to support highly effective implementation.

Topics include: Orthographic Mapping en dos idiomas, The Science of *Learning* for Biliteracy, and more.

Come to meet the Acuarela team at our session

November 12
3:20 pm

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

More information

Multilingual Teachers: Measurement and Evaluation of Effective Literacy Programs

Hilton - Canyon 2

Dr Jesus Diaz — Educator, Roosevelt University

In an ever-changing educational landscape, multilingual teachers are increasingly tasked with using literacy-based programs to enhance multilingual learners' proficiency. School boards adopt these programs to close the gap between monolingual and multilingual students. However, teachers often lack opportunities to empirically assess the effectiveness of these initiatives. Roosevelt University in Chicago, through its MA in Dual Language Teacher Leadership, provides in-service teachers with tools to measure program effectiveness. This presentation describes the journey of an Adjunct Professor of Education who completed the course and now teaches it for the benefit of colleagues in CPS and U-46.

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

Student Leadership and Community Partnerships: The Core of Bilingual Education at a High School Level

Hilton - Chapel

Paulina Valenzuela — Coordinator, Lafollette High School
Jennifer Mancera — Instructional Specialist, Lafollette High School

A DLI program with a strong curriculum to enrich bilingualism and biliteracy without the sociocultural competency piece is like eating an arepa without cheese and coffee; you're missing "el sazón." Sociocultural competency brings the most meaningful learning experience, creating core memories in a student's life and academic trajectory.
In 2021, a group of students identified this pillar as an integral part of who they wanted to be within the school walls, and Union Latina was born, promoting integrated student-centered principles and instruction as core to its educational model. Union Latina is both a household name for innate leaders and a space for family organization and community partnerships.

Strand: Family and Community Partnerships | Language: Spanish, English
Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: 9 - 12

The Literacy Squared Dictado: Moving Beyond Procedures to Purposeful Biliteracy

Hilton - Mesa A/B

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

theDictado® is an original Literacy Squared instructional strategy designed to support the integrated development of foundational skills, spelling, vocabulary, and language conventions. While many educators are familiar with its procedures, this session moves beyond implementation to explore how theDictado® can function within a larger unit. Participants will examine how to embed standards, leverage student approximations, connect to unit themes, align with performance assessments, and receive updated planning tools to support instructional design.

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

Data That Drives ELD Success: Turning Student Data into Daily Instruction

Hilton - Mesa C

Maria Orellana — Instructional Coach, SUMMIT K12

You have the data—now what? In this interactive session, educators will learn how to transform student performance data into focused, high-impact Designated ELD instruction. Using authentic student work, speaking and writing rubrics, and practical classroom routines, participants will identify language needs, provide targeted feedback, and plan instruction that moves multilingual learners toward greater proficiency. Attendees will leave with actionable strategies and a clear process for using data to drive intentional language development every day.

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

Making Meaning from Data: Observing Dual Langauge Instruction in Oregon Classrooms

Hilton - Pecos

Dr. Jason Greenberg Motamedi — Senior Researcher, Education Northwest
Manuel Vazquez Cano — Staff, Education Northwest

Over the past five years, we have conducted more than 400 classroom observations in Oregon and Washington dual language classrooms looking for evidence of effective, culturally and linguistically sustaining instruction. Our data are complex, drawing an image of what multilingual instruction looks like in our schools. We would like to share our observation tool—based in part on the Guiding Principles for Dual Language Education—data, and our initial findings with national multilingual educators and community members, to make meaning out of this incredibly rich data set and understand how it can support our teachers and multilingual students.

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

Closing the Practice Gap: Technology-Assisted Coaching for Bilingual Educators

La Fonda - La Terraza

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

You leave the PD inspired. Then Monday hits, the classroom gets real, and those great strategies stay in your notebook. Sound familiar? The biggest challenge in bilingual educator development isn't access to ideas, it's having somewhere to practice them safely and with purpose. Instituto Mundo Verde has been building structures to change that: AI simulation for low-stakes rehearsal, protocols where educators film themselves teaching and share video for peer feedback, and performance tasks that grow into a living archive of excellent practice. Leave with structures you can adapt and rediscover your joy for coaching.

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

Si se puede: Successful Dual Language in Small School Districts

La Fonda - Lumpkin Ballroom N

Dr. Mario Ferron — Director, Uvalde CISD

Presentation shows how a small, Texas semi-rural school district has been successful implementing Dual Language education. DLE is growing across the nation; However, most bilingual students are not being offered the opportunity to participate. In Texas, for example, only 21% of all EB students participate in DLE because DLE's growth is mostly happening in urban, large/middle size districts, while about 70% of students attend districts with less than 10,000 students. Such districts tend to claim they don't have the elements to implement a successful program including enough EB students to sustain the program and qualified teachers fluent in the partner language to make the program feasible.

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

It's Time for Multilingual Education for ALL

La Fonda - Lumpkin Ballroom S

Shelly Spiegel Coleman — Strategic Advisor, Californians Together
Martha Hernandez — Californians Together

It's time to advance a bold vision for Multilingual Education for All. This session will share California's emerging statewide campaign to establish multilingualism as a signature feature of public education for all students. Participants will explore the vision, rationale, policy framework, tools, publications, and organizing strategies designed to build the public will, conditions, and policy commitments necessary to embed multilingualism across educational systems. Presenters will share lessons learned, campaign resources, and opportunities to support similar efforts across the nation.

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

Leveraging Translanguaging to Support Dually Identified Learners in Dual Language Classrooms

La Fonda - New Mexico

Dr. Deena Gumina — Associate Professor, University of Colorado Boulder-BUENO Center
Tania Hogan — Director, The BUENO Center

Join The BUENO Center for an interactive session exploring translanguaging as an equity-driven approach to support dually identified students in DLBE. Educators will examine how to integrate translanguaging into IEP-aligned instruction and assessment to move beyond parallel monolingualism and build inclusive, asset-based classrooms. Through practical tools and collaborative activities, educators will connect language development with disability supports, leveraging students' full linguistic repertoires to meet their cultural and academic needs simultaneously.

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

Tendiendo puentes entre lenguas en la educación especial: conexiones lingüísticas para estudiantes bilingües mediante el marco de la biliteracidad

La Fonda - Santa Fe

Ms. Milagros Otero — Teacher, Edwards Dual Language School
Mayralejandra Salazar — Teacher, Richard Edwards -- Chicago Public Schools

Esta sesión interactiva ofrece un análisis profundo de cómo los principios de la Enseñanza para la Biliteracidad pueden adaptarse y aplicarse en un aula de educación especial de un programa bilingüe. Utilizando materiales suplementarios originales elaborados por Milagros Wallace, los participantes observarán cómo la instrucción específica apoya tanto el desarrollo del lenguaje como los objetivos del IEP (Programa Educativo Individualizado).
La sesión destaca que el "Puente" no es una traducción, sino una oportunidad estratégica para desarrollar la conciencia metalingüística y la transferencia lingüística.

Strand: Special Education for Multilingual Students | Language: Spanish
Intended Audience: Teachers, Administrators, Parents | Grade Level: Pre-K - 2

Afternoon Concurrent Sessions Overview — 1:50 pm - 3:00 pm

Bilingual Book Clubs: Exploring the Immigrant Experience with Picturebooks

La Fonda - Stiha

Dr. Laura Kelly — Associate Professor, Rhodes College
Andrea Nguyen — Student, Rhodes College

This workshop examines using bilingual immigration picturebooks as culturally sustaining texts in a dual language program with upper elementary students. Reading and discussing immigration books provided opportunities for students to share personal connections, draw on funds of knowledge to interpret text, and build critical consciousness through identifying root causes of migration and patterns of racism through history to current policies. This was a classroom-based study and will be presented by a formal dual language teacher (current college professor) and a student teacher.

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

Tools for Evaluating Dual Language Programs: Perspectivas y sugerencias

Santa Fe Convention Center - Coronado/DeVargas

Dr. Margo Gottlieb — Consultant and Author, WIDA
John Hilliard — Administrator, Paridad Education Consulting
Cristina Sanchez-Lopez — Administrator, Paridad Education Consulting

Administrators and teachers must have a deep understanding of their program goals, their correspondence with the Guiding Principles and activities to craft meaningful learning experiences for and with their students. Important to dual language program evaluation, an on-line classroom observation tool coupled with entrevistas bilingües offer critical qualitative information. In this session, we share the development of these tools, offer participants opportunities to analyze their contents and apply the information to their own contexts. We share our findings from a dual language program evaluation and ask participants for feedback and invite them to replicate the process.

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



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Instituto Cervantes of Albuquerque

We offer general Spanish courses, special courses such as conversation, art and culture, business, teacher training and courses to prepare students for the DELE Diploma. On-line Spanish courses are also available.

There is a full program of cultural events including lectures, film screenings, book launches, theater and exhibitions. As a general rule, the events are free.

We partner with the Spanish Resource Center, also located at the National Hispanic Cultural Center. Where you can find books, CD and films among other resources in Spanish. The library's facilities are available to all, although you must be a member in order to borrow items.

Instituto Cervantes in El Paso

We offer general Spanish courses, special courses such as medical, art and culture, and business. On-line Spanish courses are also available. A full program of cultural events is also offered: lectures, film screenings, book presentations, theater and exhibitions.

albuquerque.cervantes.es

Building Oracy in Early Childhood

Santa Fe Convention Center - O'Keefe/Milagro

Dr. Aradhana Mudambi — Executive Director, Mudambi Language Learning, LLC

The UK Oracy Project has identified oracy as the number one indicator of students' language acquisition. In this session, we will together experience a unit that supports building oracy in the early childhood dual language setting, including the inquiry-based language experience approach, dialogical reading, and translanguaging, among other strategies.

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

Leveraging Language as an Asset: Building Biliteracy Pathways for College and Careers

Santa Fe Convention Center - Ohkay Owingeh

Jody Lindsay — Senior Product Manager, LTI
Jennifer Dobberfuhl Quinlan — Language Testing International

As dual language immersion programs expand across the United States, educators are uniquely positioned to frame bilingualism not as an outcome, but as a powerful and developing asset from the earliest stages of learning. Grounded in proficiency-based principles, this session examines how language development and assessment can support long-term college and career readiness. Participants will consider how early approaches to biliteracy, aligned with credentials such as the Seal of Biliteracy, create meaningful pathways that recognize students' linguistic strengths and connect language learning to future academic and professional opportunities.

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

Opportunities for Metro Nashville Students through Dual Language Immersion

Santa Fe Convention Center - Peralta/Lamy

Irene Zamora — Coordinator, Participate Learning
Molly Hegwood — Director, Metro Nashville Public Schools

Participate Learning is partnering with Metro Nashville Public Schools (MNPS) to launch three new dual language immersion programs, expanding access to language learning and global opportunities. This session highlights MNPS's journey from planning to implementation, including challenges, lessons learned, and the role of partnership. Participants will explore how bilingualism supports cognitive growth, builds global competence, and how collaboration strengthens programs, families, and communities.

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

Languaging in Motion: Affirming and Extending Language Practices

Santa Fe Convention Center - Pojoaque/NAMBE

Analleli Hernandez — Director, CAL

Multilingual learners possess something remarkable: languaging practices and meaning-making strategies through which they fluidly understand the world around them. Too often, those resources go unseen. Participants will explore practical shifts to affirm what multilingual learners already bring and extend those resources toward greater academic power and language development. This session is grounded in the understanding that language and culture shape how we think, connect, and become. When we affirm and extend languaging practices, that are already in motion, we don't just support positive academic outcomes; we also enact human-centered instruction.

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

Leading with Music and Movement

Santa Fe Convention Center - Sweeney Ballroom

Andres Salguero — Grammy-winning Performer, 123 Andrés (Salsana LLC)
Christina Sanabria — 123 Andrés (Salsana LLC)

Join Andrés and Christina of 123 Andrés for a demonstration of how they use music, infused with movement and storytelling, for learning. Singing together can support students practicing new vocabulary and sentence structures, and repetition builds confidence and helps internalize key content. Plus, movement channels students' energy, and gives a boost of joy. In this presentation see the array of strategies Andrés and Christina use in their work with TK-5th graders, plus, sing along while Andrés and Christina showcase some of your students' favorite songs from the 123 Andrés collection.

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

Más allá de las etiquetas: Fortaleciendo el MTSS y la toma de decisiones en educación especial para estudiantes latinos multilingües

Drury Hotel - Lamy

Dr. Jesabel Centeno — Instructional Specialist, Metzger - Tigard-Tualatin School District

Esta sesión interactiva examina cómo las prácticas cultural y lingüísticamente alineadas (CLA) dentro de un Sistema de Apoyo Multinivel (MTSS) pueden mejorar la precisión y la equidad en las decisiones de instrucción, intervención y referencia a educación especial para estudiantes multilingües. Los participantes explorarán cómo los sistemas educativos frecuentemente funcionan de manera aislada entre alfabetización, desarrollo del lenguaje y educación especial, y cómo esto puede contribuir a resultados no equitativos.

Strand: Special Education for Multilingual Students | Language: English, Spanish
Intended Audience: Teachers, Administrators, Researchers, Higher Education | Grade Level: K - 5(6)

More Than Bilingual: Building Identity and Cultural Competence

Drury Hotel - Meem

Dr. Eulogio Alejandre — Director, Esperanza Elementary School

Dual language programs are built on three pillars: bilingualism, academic achievement, and sociocultural competence. Yet the third pillar is often overlooked. This session explores how identity, culture, and language intersect in dual language classrooms and why sociocultural competence is essential for student success. Through real classroom examples and practical strategies, participants will learn how to move beyond surface-level cultural activities to foster identity, belonging, cross-cultural understanding, and meaningful dialogue in daily instruction.

Strand: Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access | Language: English, Translanguaging
Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education | Grade Level: K- 8

Translanguaging in Action in Secondary Classrooms

Drury Hotel - O'Keefe

Dr Mary Soto — Associate Professor, California State University East Bay
Ann Ebe — Associate Professor, Queens College-City University of New York

This interactive session is designed for middle and high school content area teachers and explores how translanguaging supports multilingual learners in mainstream classrooms. Participants will examine strategies aligned with the curriculum and instruction strands of the Dual Language Guiding Principles, with a focus on leveraging students' full linguistic repertoires to strengthen both content understanding and academic language development. The session addresses educators' need for practical, inclusive approaches in linguistically diverse settings. Participants will leave with concrete tools to implement a range of translanguaging practices.

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

Bridging Vision and Practice Through Instructional Strategy and Systems Design

Drury Hotel - Palace Ballroom A

Rebecca Hernández Zamora — Teacher, Joseph A. Browne Middle School / Chelsea Public Schools
Branden Carr — Assistant Principal, Joseph A. Browne Middle School / Chelsea Public Schools

As dual language programs expand into the middle grades, schools often face a critical challenge: how to preserve the integrity of the model while adapting to the structural and developmental realities of middle school.
This session highlights a collaborative approach between a teacher and a school administrator to strengthen dual language implementation in grades 5–8. We will share both instructional strategies that promote biliteracy and student engagement, and the logistical systems that make strong dual language programming sustainable at the secondary level.

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

el Dictado Ideal como puente para desarrollar conexiones translingüísticas

Drury Hotel - Palace Ballroom B

Eva Heredia — Instructional Coach, CPS | DualLiteracy Consulting

¿Cómo podemos usar el Dictado para desarrollar conexiones translingüísticas en estudiantes bilingües? Esta sesión explora cómo transformar el dictado en una práctica intencional que promueve la transferencia lingüística, la conciencia metalingüística y la precisión ortográfica en dos lenguas. A través de ejemplos prácticos y actividades interactivas, los participantes analizarán cómo diseñar experiencias que permitan a los estudiantes comparar y transferir conocimientos entre el español y el inglés. Se enfatiza el uso de conexiones explícitas entre lenguas para fortalecer la biliteracidad y apoyar una enseñanza más reflexiva y alineada con los principios de la educación bilingüe.

Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: Spanish
Intended Audience: Teachers, Administrators, Higher Education | Grade Level: K-20

Teaching With Heart: Inclusive Instruction for Multilingual Learners

Drury Hotel - Rivera A

Sharon Munoz — Doctroral Student, Volusia County

Students bring powerful funds of knowledge from their families and communities yet often experience barriers when language development and disability support are addressed in isolation.
This session invites educators to examine instruction through a justice-oriented lens that values belonging, dignity, and access. Participants will explore how culturally and linguistically sustaining practices, paired with intentional instructional design, can expand opportunity and affirm identity for students navigating multiple systems of support. Emphasis is placed on recognizing community knowledge, fostering meaningful relationships, and designing instruction that reflects care, advocacy, and high expectations.

Strand: Special Education for Multilingual Students | Language: English
Intended Audience: Teachers, Administrators, Parents, Researchers, Community | Grade Level: K - 5(6)

Don’t You Forget About Me: Centering Student Identity Through Cultural Relevance

Drury Hotel - Rivera B

Ms. Maria Mercado — Instructional Specialist, Arlington ISD

Explore how cultural relevance impacts student engagement, belonging, and learning. Through reflection, discussion, and practical strategies, educators will learn how to create responsive classrooms that focus on our students' identities, build trust, and leverage their cultural assets to support academic success.

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

The BLOOM Program: Growing Indigenous Language Teachers

Eldorado - Anasazi North

Dr. Lorien Chambers Schuldt — Professor, Fort Lewis College
Warrior Brown — BLOOM Program Director, Fort Lewis College
Lisa Vandever — BLOOM Fellow, Fort Lewis College
Key Anderson — BLOOM Fellow, Fort Lewis College
Olyvia Barney — BLOOM Fellow, Fort Lewis College
David Scott — BLOOM Fellow, Fort Lewis College

The BLOOM program at Fort Lewis College supports the training and licensure of bilingual teachers with a focus on Indigenous and heritage languages. In BLOOM, undergraduate and graduate students grow their language knowledge by working alongside a language coach while also building culturally and linguistically sustaining pedagogies through program activities and teacher education coursework. This interactive workshop will feature a panel of BLOOM fellows who will share their language journeys and their path to becoming licensed Indigenous educators.

Strand: Indigenous Language Revitalization | Language: English, Diné (Navajo), Alaska Native (Iñupiat, Yupik, Aleut, Eyak, Tlingit, Haida, Tsimshian)
Intended Audience: Teachers, Administrators, Researchers, Students, Higher Education, Community | Grade Level: Higher Education

The Role of Deliberate Mediation/Scaffolding in Developing Scientific Concepts and Academic Language in L1/L2

Eldorado - Ballroom A

Dr. Barbara Flores — Professor, CSU San Bernardino

Using Fiction and Non Fiction, this presentation will show 1) How Vygotsky's Theoretical Framework of Spontaneous and Scientific Concepts in the Teaching/ Learning Process are used in the content areas; 2) How to use Complex Mediational Structures (Complex Visual Graphics, Infographics, Charts, and Graphic Organizers) to make visible and name the scientific concepts; 3) How to visually organize the new knowledge into categories by using the academic language; 4) How to use these completed Mediational Structures for Academic writing (Narrative and Expository); and 5) How to Teach to Potential and Beyond!

Strand: Academic Language Development Through Content Instruction | Language: English, Spanish
Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education | Grade Level: Pre-K - 2

Una obra del corazón: Yakima's Dual Language Journey from Vision to Evolving Reality

Eldorado - DeVargas

Ashlee Mandrell — Instructional Specialist, Yakima School District
Noemi Moreno — Instructional Specialist, Yakima School District

Join Yakima School District as we share our seven-year journey building dual language programming across 11 elementary schools—a true obra del corazón rooted in family voice. This session focuses on continuous refinement: how budget constraints sparked creative professional development, how we redesigned curriculum maps to integrate the three pillars and sociocultural competence, and our fifth-grade capstone portfolio pilot. Learn about strengthening the bridge and our commitment to rigorous instruction. Leave with replicable PD models and practical strategies for launching, scaling, or refining dual language programs.

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

theDictado, Grades 6-12- An Asset Based Language Strategy for Equitable, Multilingual Instruction

Eldorado - Zia A

Lynne Koenig — Instructional Coach, Salem Keizer Public Schools

theDictado is a powerful instructional strategy rooted in the Mexican approach to teaching and refining language use. It goes beyond traditional dictation by strengthening students' oral language, listening, writing, spelling, and metalinguistic awareness through purposeful language analysis. Effective across grade levels and content areas, theDictado can be implemented in any language, making it especially valuable in bilingual and multilingual classrooms. By examining language patterns and structures, students deepen their understanding of how language works and transfer skills across languages.

Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English
Intended Audience: Teachers, Administrators | Grade Level: 9 - 12

Dual Credit Cultural Studies: An Extension of Dual Language Learning

Eldorado - Zia B/C

Elena Valdez — Assistant Director, Center for the Education and Study of Diverse Populations
Adrian Sandoval — Director, Center for the Education and Study of Diverse Populations

This session will focus on the rationale and potential for dual credit cultural studies courses that center Spanish language development, historical literacy, and affirmation for heritage language learners. Co-presenters will reflect on the actions they took to establish a dual credit cultural studies course and the challenges that emerged. They will also provide examples of how dual credit cultural studies courses promote academic language through content instruction and uplift student assets through the critical study of identity and community. Participants will be invited to develop a next steps plan to explore cultural studies dual credit opportunities in their school districts.

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

K láak'intikba'on (nos acompañamos en comunidad)

Hilton - Canyon 2

Yurey Parra — Coordinator, Fundación Zorro Rojo
Alejandra Garcia-Aldeco — Coordinator, Fundación Zorro Rojo

El propósito de esta presentación será compartir el proceso de acompañamiento realizado a familias, promoviendo espacios reflexivos sobre las situaciones actuales de la lengua maya oral y escrita en su comunidad, así como reconocer las potencialidades de la comunidad frente a retos como el desplazamiento lingüístico.
A partir de reflexionar sobre los ciclos de socialización, reconocer las potencialidades de la comunidad, hacerse visibles en los espacios y reconocer cada historia, se fortalece el liderazgo colectivo para co-crear a partir de lo que emerge en comunidad.

Strand: Family and Community Partnerships | Language: Spanish
Intended Audience: Teachers, Researchers, Students, Community | Grade Level: Community

Saad K'idilye: Building a Diné Language Nest from the Ground Up

Hilton - Chapel

Warlance Chee — Director, Saad K'idilye -Navajo Language Nest
Cheryl Yazzie — Administrator, Supervisor/Lead Caretaker, Saad K'idilyé

Saad K'idilye is a Diné (Navajo) language nest in Albuquerque rooted in the belief that intergenerational language transmission begins with our youngest learners. In this session, Warlance Chee & Cheryl Yazzie will share the story of building Saad K'idilye from the ground up, from early vision and community organizing to the daily rhythms of the nest, including morning songs, prayer, offering, and language immersion practices. Saad K'idilye share a vision for what Indigenous language nests need to thrive in New Mexico and beyond. Whether you are a teacher, administrator, or community advocate, this session will offer concrete insights into sustaining an Indigenous language nest in an urban context.

Strand: DLE Program Development and Design—PreK 20 Implementation | Language: English, Diné (Navajo)
Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: Pre-K - 2

Co-creating Collaborative Professional Learning: Tools and Resources for Community Engagement

Hilton - Mesa A/B

Joan Lachance — Director, Project EMMA - UNC Charlotte
Yvonne Williams — Executive Team, Project EMMA, SUMMIT K12
David Rogers — Executive Team, Project EMMA

The presentation offers tools and resources for participants to strategically create collaborative professional learning structures that support both pre- and in-service teachers. Specifically, session outcomes center on developing Communities of Practice that embody the rich assets learners and their families bring to dual language schools, the program, and their communities. Based on the EMMAStandards.org and on the collaborative work of DLeNM and its' Project EMMA.

Strand: Family and Community Partnerships | Language: English, Spanish
Intended Audience: Teachers, Administrators, Higher Education | Grade Level: K-20

La lotería del aula dual: Actividades para enriquecer la instrucción.

Hilton - Mesa C

Aloise Miller — Consultant, Seidlitz Education

¿Buscas actividades que faciliten la instrucción de contenido, involucren los dominios del lenguaje, enfatizan conexiones cross lingüísticas y sean realmente divertidas? ¡Pues esta sesión es para tí! Participantes profundizarán su conocimiento de un tema académico al completar varias actividades de lectoescritura. Aprenderán a darle vida a sus lecciones al crear su propio tablero de instrucción.

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

Two Languages, One Goal: Advancing Biliteracy Through Vocabulary-Rich School Improvement and Teacher Instructional Leadership

Hilton - Pecos

Mrs. Gretchen Kleinsasser — Administrator, La Academia
Marisol Perez — Teacher, La Academia
Abby Wondrash — Teacher, La Academia

This session highlights a Dual Spanish Immersion school's improvement process to increase target language use and strengthen biliteracy in English and Spanish. Aligned with a district framework and adapted for a dual language setting, the approach led to gains in both languages. Participants will hear from teachers who adjusted instruction, led initiatives, and supported peers to boost student oral language and vocabulary across content areas.

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



Live Pass the Sopapillas Podcast Recording

Start 'Em Young: A Language Revolution in New Mexico Early Education
Santa Fe Convention Center - Sweeney Ballroom
Friday, November 13, 2026
9:40 am - 10:50 am

Child care is now free for every New Mexico family, and that's only the beginning. Across the state, a new kind of early childhood system is taking root, one built on culture, language and community. Pueblos, Tribes and Nations are launching immersion programs to raise a whole new generation of first-language speakers. Families are lining up for bilingual Spanish-English care.

Come hear it live. Host and New Mexico State Poet Laureate Manuel Gonzalez sits down with the educators and parents behind the movement for a special recording of Pass the Sopapillas, a podcast from the W.K. Kellogg Foundation.

The recording will feature student performances by the Native American Community Academy slam poetry team.

Hosted by: Manuel González, the New Mexico State Poet Laureate

Guests:
Warlance Chee, founder and director of Diné language nest
Keeley Aspaas, Saad K'idilyé parent
Deyanira Contreras, director of Santa Fe Kids Campus at Santa Fe Community College
Maggie Wright, Santa Fe Kids Campus parent


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Making your Language Arts Curriculum Accessible with Key Project GLAD® Strategies

La Fonda - La Terraza

Ms. Kavita Krishna — Professional Development Coordinator, Dual Language Education of New Mexico
Tatiana Gurule — Professional Development Coordinator, Dual Language Education of New Mexico
Loyola Cortinas — Teacher

Struggling to make your language arts curriculum truly accessible for multilingual learners in dual language and ELD settings? This session shows how Project GLAD® strategies can unlock access across any ELA curriculum (myView, HMH, or teacher-created, etc). Participants will explore how to scaffold instruction so all students can engage deeply with grade-level text. Grounded in the Science of Reading and a brain–heart–mind approach, this session reframes access as the pathway to literacy growth for multilingual learners.

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

Is It Showing Up in Your System? Rethinking the Three Pillars Through Critical Consciousness

La Fonda - Lumpkin Ballroom N

Natalie Olague — Professional Development Coordinator, Dual Language Education of New Mexico
Azul Cortes — Director of Heritage Languages, Dual Language Education of New Mexico

Many dual language programs can name the three pillars—but what does it look like when critical consciousness becomes the foundation for how those pillars are understood and enacted? Participants will revisit the Three Pillars of Dual Language Bilingual Education through a critical consciousness lens and explore how leadership decisions, school structures, and adult beliefs shape student experiences. They will examine where critical consciousness lives in the everyday work of DLBE—from curriculum, instruction, and assessment to community engagement and school culture. The goal is a renewed lens for seeing—and strengthening—critical consciousness throughout the DLBE program.

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

Preparing Multilingual Learners for Reclassification: Instructional Moves that Accelerate Language and Academic Success

La Fonda - Lumpkin Ballroom S

Jamey Goulet — Instructional Specialist, Teacher Created Materials
Academic Language Development T

If we want multilingual learners to reach reclassification, we must design instruction that gets them there. This session highlights how to use comprehensible input and structured output, along with explicit academic vocabulary instruction, to support student success. Participants will explore purposeful lesson planning grounded in the four domains of language and aligned to language proficiency assessment tasks. Educators will leave with practical strategies to help students explain, justify, and communicate their thinking, accelerating language development and preparing them for reclassification and long-term academic success.

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

Collective Policy Acting: Analyzing Reading Reform in Dual Language Contexts

La Fonda - Santa Fe

Dr. Mary Beth Snow Balderas — Assistant Professor, University of Houston-Downtown
Deena Gumina — Assistant Director, University of Colorado-Boulder

In this two-part workshop, we provide a program and policy overview of the material impacts of reading instructional reforms on decision-making affecting dual language programs, including trends in curriculum, language allocation, assessment, and collaborative planning in DLBE. Then, we will engage in a collaborative discussion where participants will be invited to share successes and barriers at the classroom, school, and district level related to reading instructional reforms in order to build advocacy for equity-minded reading instruction with bi/multilingual students in DLBE spaces.

Strand: Leadership: Research, Policy, and Advocacy | Language: English
Intended Audience: Teachers, Administrators, Parents, Researchers, Higher Education, Community | Grade Level: K - 5(6)

The Translanguaging Instructional Core: Are You Flowing with the Corriente?

La Fonda - Stiha

Dr. Kristin Bengtson Mendoza — Assistant Professor, Southern Connecticut State University, New Haven Public Schools

The widely used framework known as the Instructional Core (City, et al., 2008) has a blind spot: language! Centering the translanguaging corriente in our definition of learning is necessary as we lead for growth and change. Come explore a new developmental continuum tool that makes beliefs about language and learning visible, from a monolingual worldview to a translanguaging stance, and everything in between. Where are you on this continuum? What about your teachers? Students? Community? We will explore this tool's use in learning walks, coaching, and professional development of teams.

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

Medieval Roots, Modern Classrooms: El legado lingüístico de la España medieval para los estudiantes de hoy

Santa Fe Convention Center - Coronado/DeVargas

Maria Josefa Ramirez Hidalgo — Administrator, Education Office - Embassy of Spain

This presentation traces the origin and evolution of the Spanish language, exploring the coexistence of Christian, Muslim, and Jewish communities in medieval Spain. The aim is to provide educators with tools and insights to transform a remote historical subject into a vibrant accessible resource for the modern classroom, enriching learning through historical and academic depth, and a profound understanding of Spanish cultural roots. By connecting with this legacy, we offer a more holistic, meaningful, and culturally sensitive learning experience, leading us to appreciate Spanish not merely as a communication tool, but as a living cultural entity shaped by centuries of history.

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

Starting Strong, Staying Strong: 8 Steps for Developing DL Programs

Santa Fe Convention Center - O'Keefe/Milagro

Dr. Kristin Percy Calaff — Director, WA State Office of Supt. of Public Instruction
Maria Ceja — Multilingual Director, Sunnyside School District
Socorro Herrera — Professor, Kansas State University
Ana Taboada Barber — Professor, University of Maryland
Callie Lowenstein — Founder, Acuarela Biliteracy Works

How do you start strong and stay strong as a dual language program? Sunnyside School District in Washington took this 8-step journey by using the Washington State Dual Language Program Guide, aligned to the CAL Guiding Principles, to launch a new dual language program this year in 12 kindergarten classrooms. In this session, we will unpack these 8 steps for effective implementation, explore how you can use them to build or strengthen your program, and learn about the critical leadership moves in Sunnyside, Washington, that led to success!

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

Where Languages Meet: Developing Academic Language Through The Bridge

Santa Fe Convention Center - Ohkay Owingeh

Mrs. Ines Ramos Feliciano — Teacher, Volusia County Schools
Sharon Muñoz — Volusia County
Julia Ullmann — Volusia County

This presentation explores how The Bridge supports academic language development in dual language classrooms. Participants will examine intentional strategies, activities, and materials that strengthen cross linguistic connections and deepen content understanding. Through a bilingual, data-informed lens, presenters share how bridging practices have evolved and engage participants in a hands on extension that supports comprehension, instructional decision making, and targeted re teaching.

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

El Puente to Fluency

Santa Fe Convention Center - Peralta/Lamy

Joel Lizardos — Trainer, Benchmark Education Company LLC

Teachers will deepen their understanding of how a systematic Spanish foundational phonics scope and sequence is intentionally structured so skills build over time, enabling them to better anticipate student needs and plan developmentally aligned instruction. They will learn high-leverage Spanish phonics routines such as Leer/Deletrear/Escribir and Introducir el sonido—by participating as "students" during a live model, allowing them to implement these routines with clarity and fidelity. By observing the distinction between a first read focused on syllabic decoding and a second read focused on fluency using a Spanish decodable text, teachers will gain insight into the instructional purpose of rereading and

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

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Intended Audience: Teachers | Grade Level: Pre-K - 2

Centering Multilingual Students in the Math Classroom Using DLeNM's Four Spaces for Biliteracy

Santa Fe Convention Center - Pojoaque/NAMBE

Evelyn Chávez — Project Coordinator for CLAVES™ and AIM4S3™, Dual Language of New Mexico
Lisa Meyer — Director, Dual Language Education of New Mexico

Explore DLeNM's Four Spaces for Biliteracy in the context of math in a K-5 dual-language or other bilingual program. This session includes developing academic language, meeting grade-level standards, and bridging the target language with English. An example of bridging activities and extension activities will be shared.

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

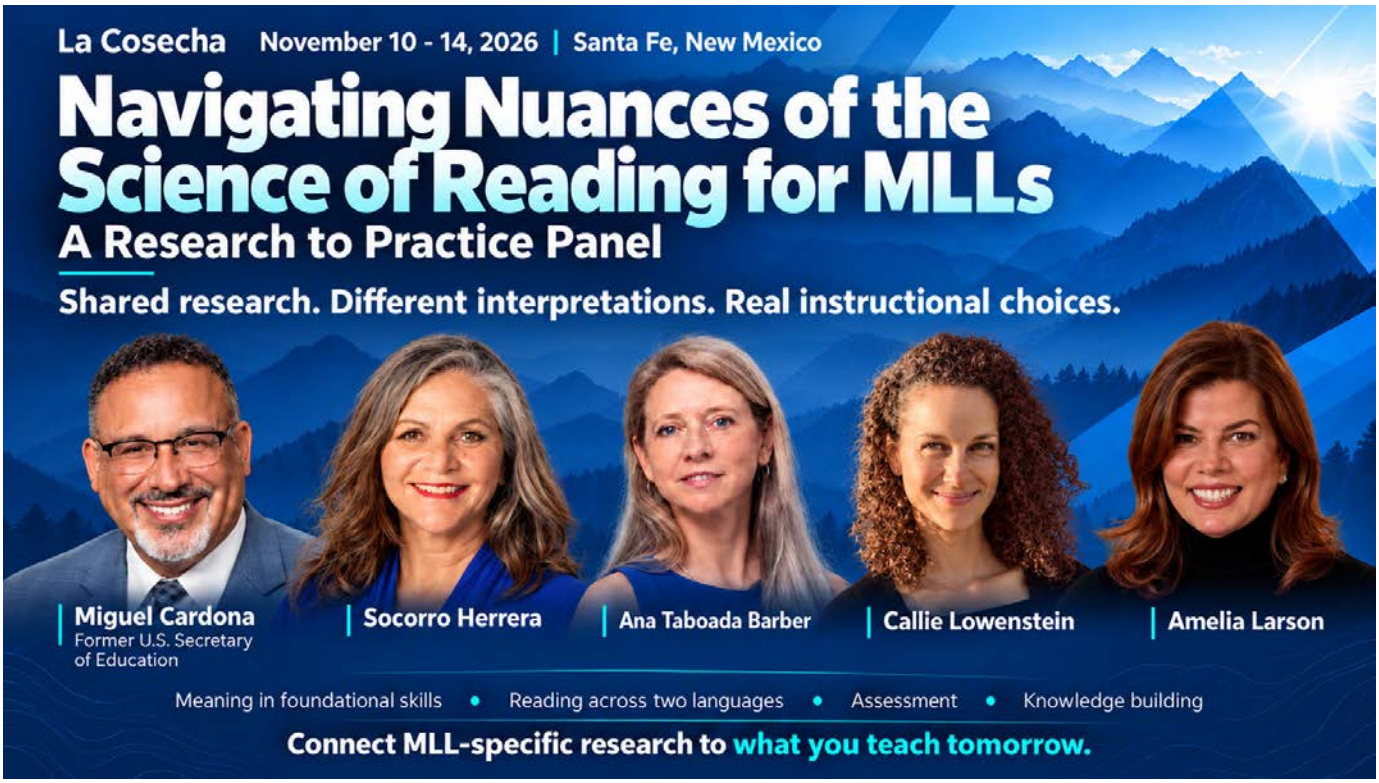
Navigating Nuances of the Science of Reading for MLLs: A Research to Practice Panel

Santa Fe Convention Center - Sweeney Ballroom

Miguel Cardona — Former US Secretary of Education, SUMMIT K12
Amelia Larson — Moderator - CAO, Summit K12

Educators can agree that reading instruction should be grounded in research and still walk away with very different ideas about what and how to teach, especially in multilingual learner-serving contexts. Why? Join former U.S. Secretary of Education Miguel Cardona for a candid panel with Socorro Herrera, Ana Taboada Barber, Callie Lowenstein, and Amelia Larson. Together, they'll take on some of the biggest sources of misunderstanding in conversations about the science of reading: the role of meaning in foundational skills instruction, how reading develops across two languages, what assessments can actually tell us about multilingual learners, and why knowledge building belongs in the conversation from the start.

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



La Cosecha
DUAL LANGUAGE CONFERENCE

PRESENTS

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Comedy Show & Dance After Party

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ANTHONY "ANIMAL" GARCIA



FEATURING
ADRIANNE CHALEPAH



MASTER of CEREMONIES
CARLOS MEDINA



SPECIAL GUEST
LOY LEE



SPECIAL GUEST
RUSTY RUTHERFORD



SPECIAL G
CODY

FEATURING



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THURSDAY
NOVEMBER 12, 2026
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PRESENTED BY:

Dual Language education of New Mexico
www.DLeNM.org

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