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

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

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




# 2026 La Cosecha Wednesday

La Cosecha®
Dual Language Conference • LaCosechaconference.org

DUAL LANGUAGE EDUCATION of NEW MEXICO

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

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

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

La Cosecha®
Dual Language Conference • LaCosechaconference.org
2026

# *Bienvenidos* Welcome

## Planning Committee

Silvia Sosa de Chávez — Coronado K-8 Dual Language Magnet School
Bernie Chávez - Retired Educator
Patricia S. Cate — Helen Cordero Elementary School
Olivia Domínguez — Painted Sky Elementary School
Latania Marr y Ortega - Bernalillo Elementary School
JoAnn García — Native American Community Academy
Rosie González-Rogers — Lavaland Elementary School
Gina González-Young - Retired Educator
Florence López-Alderete — Retired Educator
Carmen López-Gastón — Dolores Gonzales Elementary School
Rachel Gorman Martínez-Powers — East San José Elementary
Edith Reyes — Atrisco Elementary
Jackie Rodríguez — Sandoval Academy of Bilingual Education
Michele Trujillo — Zia Elementary School
Niza Estrada - Thrive Community School, Santa Fe
Jessica Chavarria - Atrisco Heritage Academy High School
Debra Gonzales - Retired Educator



## DLeNM Staff

Michael Rodríguez — Executive Director
Lisa Meyer — Director of Instructional Equity
Melanie Gatewood — Director of Operations
Leslie Sánchez — Director of Business and Development
José Azul Cortés — Director of Heritage Languages
Ruth Kriteman — Lead Editor
Patrick Werito — Coordinator of Tribal Initiative
Evelyn Chávez — Project Coordinator CLAVES™ and AIM4S$^{3}$™
Flor Yanira Gurrola Valenzuela — Project Coordinator
Loretta Booker — Project Coordinator
Caia Brown-Oben — Project Coordinator for OCDE Project GLAD®
Natalie Olague - Professional Development Coordinator
Tatiana Gurulé — Professional Development Coordinator
Diana Pinkston-Stewart — Professional Development Coordinator
Kavita Krishna — Professional Development Coordinator
Erin Mayer — Professional Development Coordinator
Tamaya Toulouse — Program Finance Manager
Kaylene Kuticka — Finance Assistant
Mónica Barraza — Travel Coordinator
Jill Hutson — La Cosecha Conference Assistant
Kyle Roberts — La Cosecha F & B Manager
Nevaeh Benavidez — Intern
Claudia Perez — Intern
Mariatzin Flores — Social Media Intern

## The Conference by Teachers for Teachers

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

**Stay connected during La Cosecha with our Conference App or on the Conference Platform!**



DUAL LANGUAGE EDUCATION of NEW MEXICO

***Misión:*** *Defender oportunidades educativas equitativas que honren y aprovechen los diversos recursos lingüísticos y culturales de cada estudiante.*

**Mission:** To champion equitable educational opportunities that honor and leverage the diverse linguistic and cultural assets of every learner.

**Vision**

We envision a world where multilingualism is embraced, cultures are honored, and equitable education empowers and prepares students to realize and fulfill their highest potential.

# Message from our Board of Directors

Dear Educators, Advocates, and Friends,

On behalf of the Board of Directors of Dual Language Education of New Mexico (DLeNM), it is our honor to welcome you to La Cosecha 2026 in beautiful Santa Fe, New Mexico!

This year's theme, En Comunidad, Desde el Corazón, Hacia la Justicia, reminds us of the power of coming together with purpose, compassion, and a shared commitment to educational equity. At a time when our educators, students, and families face growing challenges, La Cosecha offers an important opportunity to reconnect, find inspiration, and strengthen the community that sustains our work.

For more than three decades, La Cosecha has brought together educators and advocates who believe that language and culture are not barriers to overcome, but strengths to celebrate. Aquí celebramos nuestras lenguas, nuestras culturas y las experiencias que nos unen. Together, we continue to champion educational opportunities where every learner feels valued, respected, and proud of their identity.

As you experience this year's conference, we encourage you to embrace new ideas, share your experiences, build meaningful connections, and carry what you learn back to your schools and communities. May these days renew your passion, strengthen your purpose, and remind you that we do not do this work alone.

¡Juntos seguimos sembrando las semillas de un futuro más justo para todos!

With gratitude and appreciation,

Adrián Ávila and Viridiana Cisneros
Co-Chairs, Board of Directors
Dual Language Education of New Mexico

---

Estimados educadores, defensores de la educación y amigos:

En nombre de la Junta Directiva de Dual Language Education of New Mexico (DLeNM), es un honor darles la bienvenida a La Cosecha 2026 en la hermosa ciudad de Santa Fe, Nuevo México.

El lema de este año, En Comunidad, Desde el Corazón, Hacia la Justicia, nos recuerda el poder de unirnos con propósito, compasión y un compromiso compartido con la equidad educativa. En un momento en que nuestros educadores, estudiantes y familias enfrentan desafíos cada vez mayores, La Cosecha nos brinda una valiosa oportunidad para reencontrarnos, inspirarnos y fortalecer la comunidad que sostiene nuestra labor.

Durante más de tres décadas, La Cosecha ha reunido a educadores y defensores de la educación que creen firmemente que la lengua y la cultura no son barreras que debemos superar, sino fortalezas que debemos celebrar. Aquí celebramos nuestras lenguas, nuestras culturas y las experiencias que nos unen. Juntos, seguimos promoviendo oportunidades educativas en las que cada estudiante se sienta valorado, respetado y orgulloso de su identidad.

A lo largo de esta conferencia, los invitamos a explorar nuevas ideas, compartir sus experiencias, establecer conexiones significativas y llevar lo aprendido a sus escuelas y comunidades. Que estos días renueven su pasión, fortalezcan su compromiso y les recuerden que no estamos solos en esta labor.

¡Juntos seguimos sembrando las semillas de un futuro más justo para todos!

Con gratitud y aprecio,

Adrián Ávila y Viridiana Cisneros
Copresidentes de la Junta Directiva
Dual Language Education of New Mexico

La Cosecha

**The Association of Bilingual Education New Mexico**
P. O. Box 6578
Albuquerque, NM 87197
www.nmabe.org

***ABE_NM* Board of Directors**

*President*
Judy Touloumis
Albuquerque Public Schools

*Past President*
Corina Alvarez
Gadsden Independent School District

*President-Elect*
Korina Cordova
Carlsbad Municipal Schools

*Vice-President*
Susana Ibarra Johnson, Ph.D.
New Mexico State University

*Treasurer*
Dr. Jesús Moncada
Christine Duncan's Heritage Academy

*Secretary*
Rosemary Carrasco

Member-at-Large
Dr. Suzanne Jacquez Gorman,
Santa Fe Public Schools

*Parent Representative*
Santi Gutierrez
Clovis Municipal Schools

*Pueblo Representative*
Mary Alice Martinez
Taos Pueblo

*Apache Representative*
Ina Montoya

*Navajo Representative*
Carmelita Lee
Farmington Municipal Schools

*DLeNM Representative*
*José "Azul" Cortés*

*ABE_NM Executive Director*
*Elisabeth Valenzuela, Ph.D.*

October 29, 2026

**¡Bienviendos! Yá'át'ééh! Welcome!**

On behalf of the Board of Directors of the Association of Bilingual Education New Mexico (ABE_NM), ***les doy una calurosa bienvenida*** to the 31st annual La Cosecha Conference 2026. This year's conference theme, "***En comunidad, desde el corazón, hacia la justicia***," allows attendees ***de diferentes geografías*** to convene in Santa Fe for three days to be ***en comunidad***—guided by heart ***hacia la justicia***.

We must ask ourselves what it means to be rooted in community—and what vision of justice emerges ***cuando el corazón guía el camino***. Cultivating ***una pedagogía del corazón*** that calls us to imagine—and to enact—the collective actions required to guarantee equity and justice as essential pillars of our dual language bilingual education programs.

We hope that during your time at this year's conference, you take the opportunity to nourish your ***corazón***—and that the presentations and pláticas you share with fellow educators continue to sustain your thirst for justice. So that you may return to your ***comunidades*** and continue sowing ***una pedagogía del corazón, equidad y justicia***—on behalf of the students, families, and communities you serve.

***Para concluir***, may your experience at La Cosecha do more than renew your commitment—may it ignite the fire of advocacy, ***equidad y justicia*** in your ***corazón***. ¡Feliz Cosecha!

Sincerely,
*Elisabeth Valenzuela*
Elisabeth Valenzuela, Ph.D.
ABE_NM Executive Director

# New Mexico Tribal Language Consortium

*"A united voice in language preservation"*

Esteemed La Cosecha Attendees:

On behalf of the New Mexico Tribal Language Consortium (NMTLC), welcome to *La Cosecha Dual Language Conference 2026*!

NMTLC is a grassroots organization consisting of members that are dedicated to empowering Indigenous language initiatives across New Mexico! As you step onto these lands, home to our peoples for millennia, we wish to share important facts about our respective Indigenous languages and homelands.

Within the state of New Mexico there are **eight distinctive Indigenous language** families that are still spoken: **Apache** (spoken by Jicarilla, Mescalero and Fort Sill Apache tribes); **Keres** (spoken by the Pueblos of Acoma, Laguna, Santa Ana, San Felipe, Zia, Cochiti and Santo Domingo); **Diné Bizaad** (spoken by Navajo Nation); **Tiwa** (spoken by the Pueblos of Taos, Picuris, Sandia and Isleta); **Tewa** (spoken by Ohkay Owingeh, the Pueblos of Santa Clara, San Ildefonso, Nambe, Pojoaque and Tesuque); **Towa** (spoken by the Pueblo of Jemez); and **Zuni** (spoken by the Pueblo of Zuni). The city of Santa Fe is acknowledged as Oga Po'geh, meaning White Shell Water Place. This is the land of the Northern and Southern Tewa. This land also has connections to the Nambe Pueblo; the Tewa; and the Jicarilla Apache, the Diné (Navajo), Cochiti, Taos, and Hopi Pueblos.

Our languages are deeply rooted in oral traditions and way of life. This year's conference theme, "*Rooted in Community-Guided by the Heart, In Pursuit of Justice*," is aligned to NMTLC's purpose to **support, advocate and foster the maintenance, revitalization and preservation of New Mexico's tribal languages.**

We are happy that you are here in the Land of Enchantment to learn, share and network with like-minded people that have essential knowledge and expertise that value home languages.

With gratitude and respect,

Shannon Johnson (Diné), President, NMTLC
Darrin Rock (Santa Clara), President-Elect, NMTLC
Charlene Lucero (Pueblo of Isleta), Secretary, NMTLC
Curtis Chavez (Pueblo of Cochiti), Treasurer, NMTLC


See the world through the eyes of a child
Experience the redesigned WKKF.org
PRIVACY.FLOWCODE.COM
W.K. KELLOGG FOUNDATION

# *El programa de un vistazo* ✳ Schedule at-a-Glance

La Cosecha

All times are Mountain Standard

| | | |
|---|---|---|
| **martes, el 10 de noviembre de 2026 • Tuesday November 10, 2026** | | |
| 6:00 am – 3:00 pm | **School Visits** | Registration Required |
| 8:30 am – 4:00 pm | **Pre-Conference Institutes** Registration Required | Registration Required |
| **miércoles, el 11 de noviembre de 2026 • Wednesday November 11, 2026** | | |
| 8:30 am – 4:00 pm | **Pre-Conference Institutes** Registration Required | Registration Required |
| 1:50 pm – 4:30 pm | **Early Harvest Sessions – Included with Registration**<br>1:50 pm – 3:00 pm, 3:20 pm – 4:30 pm | Santa Fe Convention Center, Eldorado |
| 1:00 pm – 5:00 pm | **Exhibits Open** | Eldorado/Santa Fe Convention Center |
| 12:00 pm – 5:00 pm | **Check-In & Tote Station** | Eldorado |
| 5:30 pm– 7:00 pm | **Opening Session (Live Stream)**<br>**Dr. Socorro Herrera-Keynote** | Santa Fe Convention Center |
| 7:00 pm – 8:30 pm | **Opening Reception**<br>Sponsored by Vista Higher Learning and Center for Applied Linguistics | Santa Fe Convention Center |
| **jueves, el 12 de noviembre de 2026 • Thursday, November 12, 2026** | | |
| 7:30 am – 3:30 pm | **Check-In & Tote Station** | Eldorado |
| 7:30 am – 4:30pm | **In-Person Exhibits** | Eldorado/Santa Fe Convention Center |
| 7:30 am – 8:45 am | **Continental Breakfast/Coffee** | Santa Fe Convention Center |
| 8:00 am – 9:20 am | **Plenary Session (Live Stream)**<br>**Dr. Miguel Cardona- Keynote** | Santa Fe Convention Center |
| 9:40 am – 4:30 pm | **Concurrent Sessions**<br>9:40am –10:50am,11:10 am –12:20 pm,<br>1:50 pm – 3:00 pm, 3:20 pm – 4:30 pm | Santa Fe Convention Center, Eldorado, Hilton, La Fonda, Drury |
| 12:20 pm –1:50pm | **Lunch for Registered Attendees with Meal Purchase** | Santa Fe Convention Center |
| 7:00 pm – 9:00 pm | **Comedy Night & After Party**<br>*(Ticket required)* | Santa Fe Convention Center |
| 8:00 pm –10:30 pm | **Peña Musical**<br>*(Open to ALL - no ticket required)* | La Fonda |
| **viernes el 13 de noviembre de 2026 • Friday, November 13, 2026** | | |
| 7:30 am – 3:30 pm | **Check-In & Tote Station** | Eldorado |
| 7:30 am – 4:30pm | **In-Person Exhibits** | Eldorado/Santa Fe Convention Center |
| 7:30 am – 8:45 am | **Continental Breakfast/Coffee** | Santa Fe Convention Center |
| 8:00 am – 9:20 am | **Plenary Session (Live Stream)**<br>**Dr. Lyla June- Keynote** | Santa Fe Convention Center |
| 9:40 am – 4:30 pm | **Concurrent Sessions**<br>9:40am –10:50am,11:10 am –12:20 pm,<br>1:50 pm – 3:00 pm, 3:20 pm – 4:30 pm | Santa Fe Convention Center, Eldorado, Hilton, La Fonda, Drury |
| 12:20 pm –1:50 pm | **Lunch for Registered Attendees with Meal Purchase** | Santa Fe Convention Center |
| 8:30 am – 3:00 pm | **Semillas y Raíces - Family & Community Institute** | Hotel Glorieta |
| 8:00 am – 3:00 pm | **Indigenous Education Institute** | Santa Fe Convention Center |
| 8:30 am – 3:30 pm | **Student Leadership Institute** | NM State Capital |
| 6:00 pm – 11:00 pm | **Powwow** | Santa Fe Convention Center |
| **sábado, el 15 de noviembre de 2025 • Saturday, November 15, 2025** | | |
| 7:45 am – 9:00 am | Breakfast with An Expert | Santa Fe Convention Center |
| 9:15 am -11:50 am | **Concurrent Sessions**<br>9:10 am –10:20 am,10:30 am –11:40 am | Santa Fe Convention Center |

# El dinero no crece en los árboles, pero la educación financiera te da las herramientas para hacer crecer tu dinero.

## NUSENDA, GIVING FAMILIES THE RIGHT TOOLS SINCE 1936, AND A PROUD SPONSOR OF LA COSECHA.

**Learn about Financial Well-being resources on Nusenda.org**

- Banzai – articles, courses, calculators, and coaches
- BALANCE – confidential coaching and online modules
- My First Nest Egg – in-branch resources and no cost app (use invite code NusendaCU)

BANZAI

BALANCE

MY FIRST NEST EGG

Learn more at **nusenda.org**

NUSENDA® CREDIT UNION

# Growing Together in Community

## La Cosecha 2026 Community Investment Partners

COMMUNITY HARVESTER

W.K. KELLOGG FOUNDATION™

COMMUNITY & CULTURE SPONSOR

NUSENDA® CREDIT UNION

OPENING SESSION PERFORMANCE SPONSOR

Sunward BANKING MADE BETTER

SEED PARTNER

FirstCitizensBank

La Cosecha 2026 • November 10–14 • Santa Fe, New Mexico

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


DLeNM Conference Store DLeNM Conference Store DLeNM Conference Store

DLeNM Conference Store DLeNM Conference Store DLeNM Conference Store

## Visit our online conference store at www.dlenm.org



Pick up your commemorative Conference T-Shirt, Tumblers, Coffee Mug, Baseball Hat or Beanie today!



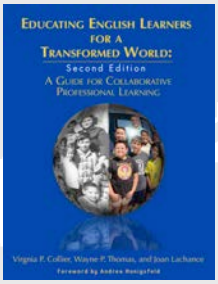




All available at special conference pricing!

Legacy Series by Dual Language Experts Wayne Thomas and Virginia Collier






And featuring: Educating English Learners for a Transformed World Second Edition!

FUENTE PRESS

La Cosecha

# *Eventos de apertura* ✳ Opening Events

*martes, el 10 de noviembre de 2026 • Tuesday November 10, 2026*

## *Visitas escolares* ~ School Visits

**(Pre-registration is required.)**

**Albuquerque, NM**
Dolores Gonzales (K - 5)
East San Jose Elementary (preK - 5)
Christine Duncan Elementary (preK-5)
Cien Aguas International School (K - 8)
Native American Community Academy(K - 12)
Ernie Pile Middle School ( 6 - 8)
Albuquerque High (9 - 12)

**Santa Fe, NM**
El Camino Real (K - 8)
Kids Campus (Pre K)

## *Institutos previos al congreso* ~ Pre-Conference Institutes

*miércoles, el 11 de noviembre de 2026 • Wednesday November 11, 2026*

8:00 am - 3:30 pm

***Pre-registration is required for all Institutes.***

**Key Strategies for Biliteracy – Project GLAD® Institute (Tuesday, November 11 - Wednesday, November 12)**
AThis pre-conference institute integrates a biliteracy focus with innovative Project GLAD®strategies to leverage students' bilingualism and build academic content and language proficiency in English and Spanish. Experience GLAD®strategies through a dual language lens and plan for implementation in your school setting. You'll leave equipped with practical strategies to elevate your biliteracy teaching practices. This workshop will be led by OCDE Project GLAD®experts in bilingualism and biliteracy.
Facilitators: DLeNM GLAD® Biliteracy Team

**Dual Language Education Foundations for State, District, and School Leadership**
This one-day institute will focus on practical leadership in effective program design and implementation practices grounded in strong research and policies. Participants will identify problems of practice and choose from sessions led by dynamic experts and seasoned state, district, and school leaders. Sessions include topics such as biliteracy instruction, classroom walkthroughs, secondary scheduling and planning, student engagement, serving dually identified students, and teacher preparation and development. Join us to collaborate and engage with colleagues, learn from successful leaders, and take your program to the next level!
Facilitators: NAELPA and DLeNM with Mario Palma, Yvonne Williams, Mishelle Jurado, Joan LaChance, and school and district leaders from Atlanta, GA, Salem-Keizer, OR, Mount Vernon and Sunnyside, WA

**Educating English Learners for a Transformed World: Designing Systems That Deliver for Multilingual Learners**
intentional system design. Grounded in the newly released 2nd Edition of Educating English Learners for a Transformed World (Thomas, Collier, & Lachance), this intensive institute centers the foundational architecture required for multilingual learners to experience not just enrichment —but transformation. Participants will examine how the Three Pillars of Dual Language Education, the Four Non-Negotiables for Implementation, and the Seven Strands of the Guiding Principles for Dual Language Education (3rd ed.) align to create coherent, sustainable, justice-oriented programming. Together, we will explore how collaboration structures across school, district, state, and higher education systems either reinforce inequities — or build durable pathways toward full gap closure and multilingual learner empowerment.
Joan Lachance, Wayne Thomas, Virginia Collier, and the DLeNM DLBE Team

**Culturally and Linguistically Responsive MTSS: Tier 1+ Critical Factors to Examine for Multilingual Learners Experiencing Challenges in a Dual Language Program**
Is the difficulty related to language learning or a learning disability? Explore a strengths-based MTSS approach for distinguishing language-learning challenges from potential disabilities. Through a collaborative case study, participants will examine intensive instruction, intervention, and ongoing assessment while building on students' bilingualism, cultures, experiences, and interests. Leave with research, practical resources, and a guiding framework to support multilingual learners.
Cristina Sánchez-López, Paridad Education Consulting

**Teaching for Biliteracy in Action**
The Teaching for Biliteracy team will provide an interactive overview of the instructional and programmatic elements of teaching for biliteracy within a variety of models, 90/10, 80/20, 50/50, 2-way immersion, and 1-way immersion, and in one-teacher (self-contained) and two-teacher (partnering) configurations. Participants will define biliteracy, learn about the multilingual perspective and experience elements of a biliteracy unit framework: oracy, background knowledge and language comprehension, evidence-based reading and writing instruction, content instruction, and the Bridge for transfer and contrastive analysis to develop metalinguistic awareness. Participants will also receive digital access to year-long biliteracy maps and units.
Karen Beeman, Melody Wharton, Crystal Ramos, Center for Teaching for Biliteracy

# *Sesiones de cosecha temprana* ~ Early Harvest Sessions

*miércoles, el 11 de noviembre de 2026 • Wednesday November 11, 2026*

## 1:50 pm - 3:00 pm

| | | |
|---|---|---|
| Santa Fe Convention Center | Coronado /DeVargas | Laurie Magill • Nurturing Literacy in the Project GLAD® for Early Childhood Classroom |
| | O'Keefe/Milagro Extended Session | Jesus Cervantes • PreK-6 DLI Best Practices: Planning, Instruction, Assessment & Professional Development |
| | Ohkay Owingeh | Linda Cavazos • Structured Literacy for English Learners in NM |
| | Pojoaque/NAMBE | Deyanira Contreras • Construyendo puentes para crear lazos entre la escuela y las familias |
| Eldora-do Hotel | Anasazi South Extended Session | Deborah Palmer • Shaping Powerful Bilingual Teachers for Dual Language Schools: Language Ideologies, Policy, and Power in Bilingual Teacher Education |
| | Ballroom A Extended Session | Susana Ibarra Johnson • The Dynamic Biliteracy Maleta: How Translanguaging Transforms Biliteracy Practice |

## 3:20 pm - 4:30 pm

| | | |
|---|---|---|
| Santa Fe Con-vention Center | Coronado/ DeVargas | Paul Parkerson • Prácticas pragmáticas y productivas x 2: Taller relámpago de bi-alfabetización |
| | O'Keefe/Milagro Extended Session | Jesus Cervantes • PreK-6 DLI Best Practices: Planning, Instruction, Assessment & Professional Development |
| | Ohkay Owingeh | Patricia Núñez • Biliteracy Units: Lenguaje, comunidad y sabiduría ancestral |
| Eldora-do Hotel | Anasazi South Extended Session | Deborah Palmer • Shaping Powerful Bilingual Teachers for Dual Language Schools: Language Ideologies, Policy, and Power in Bilingual Teacher Education |
| | Ballroom A Extended Session | Susana Ibarra Johnson • The Dynamic Biliteracy Maleta: How Translanguaging Transforms Biliteracy Practice |




*Presentation of Colors – Native American Women Warriors*

*Sesión inaugural* ⁕ Opening Session

5:30 pm – 7:00 pm

Sweeney Ballroom • Santa Fe Convention Center

**Streaming Live**

*Presentación artística de la Sesión Inaugural* ⁕ *Opening Session Performance*




Sponsored by:
Sunward Federal Credit Union

Sunward
BANKING MADE BETTER

*Recepción de bienvenida* ⁕ La Cosecha Night at the Exhibits

7:00 pm – 8:30 pm MST

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

CAL CENTER FOR APPLIED LINGUISTICS

VISTA® HIGHER LEARNING

**Student Entertainment**

***Albuquerque High School Mariachi Program***

# *Sesión inaugural* ✳ Opening Session

*miércoles, el 11 de noviembre de 2026 • Wednesday November 11, 2026*

**5:30 pm – 7:00 pm MST**

Invocation and Land Acknowlegement
Darrin Rock - Director of Tewa Integration & Partnerships



**Presentation of Colors**

**Adrián Ávila**
Board Co-Chair
Dual Language Education of NM

**Opening Comments**



**Michael Rodríguez**
Executive Director
Dual Language Education of NM



**Community Message**

**Cesar Hernandez**
Principal
Albuquerque High School

**Introduction of Keynote**

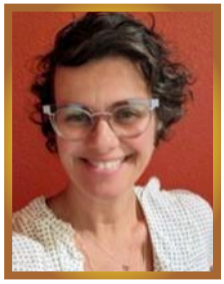


**Viridiana Cisneros Amaya**
Board Co-Chair
Dual Language Education of NM



**Dr. Socorro Herrera**
Professor, Department of Curriculum and Instruction, College of Education at Kansas State University
Dr. Socorro Herrera is a professor at Kansas State University and Executive Director of the Center for Intercultural and Multilingual Advocacy (CIMA). An internationally recognized keynote speaker, author, and educator, she has dedicated her career to advancing academic success for culturally and linguistically diverse learners. Her research focuses on culturally responsive and sustaining pedagogy, literacy development, and preparing educators to build on students' linguistic, cultural, and personal assets. She is the author of 10 textbooks and numerous scholarly publications.

**Roll Call**



**Nyra Klawer**
**Business Development Manager**
**Sunward FCU**



**Housekeeping**

**Silvia Sosa de Chávez**
**Board Member**
**Dual Language Education of New Mexico**

# ¡Muchísimas gracias!

DLeNM gratefully acknowledges the generous support of our La Cosecha 2026 Parners
























































































































# 2026 Poster Artist

## Alberto Gutierrez



Alberto is a New Mexico–based Chicano artist whose work draws from Mexican culture, Mesoamerican Indigenous cosmology, Southwestern landscapes, and storytelling. Working primarily in acrylic and charcoal, he blends ancestral symbolism, spirituality, and contemporary expression to explore identity, heritage, resilience, beauty, and humanity's relationship with nature.

A first-generation Chicano and Mexican American, Gutierrez spent his childhood between the United States and Chihuahua, Mexico. Growing up with limited resources, he developed his creativity through drawing and building Star Wars spaceships from found materials. His great-grandmother's historic adobe home, which sheltered revolutionaries during the Mexican Revolution, influenced him through its architecture, colorful walls, and family stories. His Rarámuri great-grandfather, Alberto, was connected to Pancho Villa's revolutionary movement, while his Tía Locha, a curandera, introduced him to traditional healing and spirituality.

Art became a refuge as Gutierrez navigated cultural and educational challenges. Largely self-taught, he encountered prominent Southwestern and Chicano artists, including Luis Jiménez, Amado Peña, Rudy Montoya, Gronk, and Woody Crumbo, through his father's work at El Paso museums. Although he left formal schooling and worked as a barber for decades, he continued painting and studying Mexican history, Indigenous traditions, art, and social movements. His influences include Mexican masters, modern art, graffiti, and Southwestern art.



His exploration of Indigenous spirituality and experiences throughout the Southwest, including the Grand Canyon, deepened his connection to ancestral knowledge. Participating in the 1992 Peace and Dignity Journeys further shaped his understanding of cultural continuity, environmental responsibility, and Indigenous resilience.

After moving to Albuquerque at age twenty-two, Gutierrez incorporated Mesoamerican imagery and códices into his paintings to preserve ancestral stories. He exhibited in community spaces, contributed to mural projects, and developed his artistic voice through independent study and experimentation.

The COVID-19 pandemic marked a turning point when Gutierrez returned to painting full-time, creating art that offered comfort and joy. A fantastical bear inspired by Mexican alebrijes sparked a new direction featuring vibrant colors, imaginative animals, plants, intricate patterns, and symbolic landscapes.

Today, his paintings combine Chicano and Indigenous imagery, spirituality, cultural pride, and themes of resilience and resistance, increasingly expressed through beauty, love, and wonder. He views his work as contemporary códices that honor ancestral memory and demonstrate that Indigenous knowledge remains alive and evolving.

Now devoted more fully to his lifelong passion, Gutierrez creates art that sparks curiosity, brings joy, honors his ancestors, and celebrates cultural traditions. For him, art is both storytelling and a way of giving back—a reflection of where he comes from and the possibilities ahead.

## *Objectivos del congreso* • Conference Strands

There are over 280 professional presentations and workshops at *La Cosecha* Conference. The planning committee goes to great lengths to ensure a balance of related presentation topics. The depth of each conference strand varies for reasons including the number of proposals received during the Call for Proposals window.

# CONFERENCE TOPIC STRANDS

### DUAL LANGUAGE BILINGUAL EDUCATION PROGRAMS



### EDUCACIÓN BILINGÜE DE DOBLE INMERSIÓN

#### DLE Program Development and Design—PreK 20 Implementation

Key Elements: Design and implementation of effective DLE programming in new and veteran programs

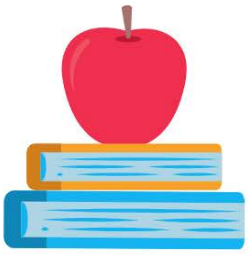
#### Special Education for Multilingual Students

Key Elements: Design and implementation of effective DLE programming in New and veteran programs

#### Indigenous Language Revitalization

Key Elements: Program model design and instructional practices supporting the revitalization and reclamation of Indigenous languages and cultures.

### ACHIEVEMENT INSPIRED INSTRUCTION



### LA METODOLOGÍA INSPIRADA EN EL ÉXITO

#### Academic Language Development Through Content Instruction

Key Elements: Effective strategies, activities, and materials that support academic language development and content instruction

#### Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Key Elements: Navigating federal, state, and local literacy mandates with approaches, strategies, and activities that support EL/ML students to develop second language literacy and biliteracy.

#### Integrating Technology

Key Elements: Effective uses of technology to inspire and engage students

### DUAL LANGUAGE ESSENTIALS



### LOS ASPECTOS ESENCIALES DE LA INMERSIÓN DUAL

#### Leadership: Research, Policy, and Advocacy

Key Elements: Relevant research, and policy and advocacy initiatives that inform and strengthen community efforts for effective dual language program implementation and instruction.

#### Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Key Elements: A particularly competitive strand: for participants looking for a better understanding of the third (and fourth) pillars of effective dual language programming.

#### Family/Community Partnerships

Key Elements: Partnering with families and communities for effective, sustainable DLE programming

# La Cosecha® Presents 2026 Power Sessions

**Power Sessons are mini-sessions that provide you the opportunity to spend time with our sponsors partners in a focused presentation. All Power Sessions will take place in the Kearny Room at the Santa Fe Convention Center.**

| ALBUQUERQUE CONVENTION CENTER | | |
|---|---|---|
| | **miércoles, el 11 de noviembre de 2026 • Wednesday November 11, 2026** | |
| | 1:30 PM | Monica Lara • Implementing the Science of Reading with empoderamiento y equidad |
| | 2:10 PM | Tabitha Lett • Rooted in Voice: Turning Classroom Community into Language, Literacy, and Agency |
| | 2:50 PM | Jamey Goulet • See it. Show it. Say it. Making Vocabulary Meaningful for Multilingual Learners |
| | 3:30 PM | Margo Gottlieb; Samuel Aguirre • Las ideas principales del Marco DALE: Shifting Ideologies in Language Development |
| | **jueves, el 12 de noviembre de 2026 • Thursday, November 12, 2026** | |
| | 9:40 AM | Maria Orellana • Rethinking LTEL Success: High Expectations, Language Development, and the Path to Reclassification |
| | 10:20 AM | Shauna Williams; Liz Howard • Fluency: The Bridge Between Decoding and Comprehension |
| | 11:00 AM | Analleli Hernández • Languaging, Transculturalism, and Identity in Dual Language Education |
| | 11:40 AM | Ana Aguilar • What the Best Do Differently: Lessons from Schools Where Multilingual Learners Thrive |
| | 1:50 PM | Maria Campanario • The Secret Sauce of Biliteracy: Connected Resources for Deeper Learning |
| | 2:30 PM | Shera Simpson • Supporting Your Teachers When They Tell You, There's Not Enough Time to Get Through It All! |
| | 3:10 PM | Heather Robertson-Devine • Love Libros?! Join our Teacher Collaborative! |
| | 3:50 PM | Maria Orellana • Rethinking LTEL Success: High Expectations, Language Development, and the Path to Reclassification |
| | **viernes el 13 de noviembre de 2026 • Friday, November 13, 2026** | |
| | 9:40: AM | Silvia Dorta-Duque de Reyes • Escritura, Arte y Cultura |
| | 10:20: AM | Ana Aguilar • What the Best Do Differently: Lessons from Schools Where Multilingual Learners Thrive |
| | 11:00: AM | David Cisneros • Biliteracy by Design: What Educators Need from a Spanish Literacy Program |
| | 11:40: AM | Randall Saenz • Fostering Literacy and Content Knowledge Through Oracy / Fomentando la alfabetización y el conocimiento del contenido a través de la Oralidad |
| | 1:50: PM | Berenice Pernalete; Jennifer Kouakeu • Practice Makes Proficient: Rehearsing Hard Conversations with AI |
| | 2:30: PM | Alejandra Benítez • Spanish Structured Literacy |
| | 3:10: PM | Claudia Fernandez • Siempre Bilingüe: Engaging Multilingual Learners Across the Four Language Domains |

La Cosecha

# La Cosecha® Presents 2026 Recorded/On-Demand

**Recorded/On-Demand sessions offer participants the flexibility to access high-quality presentations at their own pace, extending the learning experience beyond the live schedule. These sessions are available to virtual attendees as well as all conference participants during and after the conference, providing continued access to valuable insights and resources.**

| RECORDED/ON-DEMAND SESSIONS |
| --- |
| Allarie Coleman • Talking to Teachers about Translanguaging |
| Andrew Murphy • The Importance of Documenting and Celebrating Your Program's History |
| Araceli Medina • Bridging the Path: Navigating Dual Language Implementation Across Secondary Grades |
| Clara Amador-Lankster • Language Activism and Advocacy Moves: Preparing Bilingual Teachers in California |
| Dean Guzman • Beyond Elementary: Expanding Dual Language Programs into Secondary Grades |
| Debbie Deneen • AI Assisted Reflection for Culturally Responsive Teaching |
| Elisa Garcia • What to Say When: Coaching and Instructional Language Moves for Dual Language Classrooms |
| Ivanna Anderson • Tree of Life: Growing Teacher Agency Rooted in Justice |
| Jacqueline Martinez • Losing the Language, Losing the Teacher? Native Language Attrition in Dual Language Education Pipelines |
| Jarvis Lamb • Salsa Music is Black History: A School-Wide Framework for Centering Afro-Latinidad |
| Jesus Moncada • Christine Duncan Heritage Academy's Panel Shares its Trajectory of Using the Four Domains for Rapid School Improvement by WestEd for School Success. |
| Jomara Quinones • El movimiento, el alma y el corazón: Connecting Language Learning with Movement |
| Karina Ligon • Bridging Language and Mathematics: Effective Strategies for Dual Language Learners in the Math Classroom |
| Kendra Herrera • Centering Learner Biography in Secondary Classrooms Across Content Areas |
| Laura Castro • The Truth About Transparency: Insights for Foundational Biliteracy Skills Instruction |
| Lauren Shea • The Biliteracy Selection Journey: Navigating the Path to the "Right" K -5 Curriculum |
| Marisa Ferraro • Responding to Challenges in Recruitment, Retention & Placement of Dual Language Bilingual Educators |
| Mary Beth Snow Balderas • La dignidad del trabajo: pedagogías para representar el trabajo manual |
| Matt Hanson • Theatrical Soap-Opera Plays for Advanced Language Demonstration // Telenovela del teatro para demostrar competencia avanzada |
| Melissa Holmes • From "Me" to "We": Collaborative Strategies with Exceptional Multilingual Learners |
| Mik Leck • A Letter to My Younger Self: Building Empathy and Humanizing Practice in Dual Language Classrooms |
| Ofelia Schepers • Assessing the Impact of DLBE-Focused Coursework and Coaching on Teachers' Ideologies and Beliefs towards Bilingual Education. |
| Omaly Isaaccura • The Language-Conscious Teacher: Planning Where Language Meets Content |

| | |
|---|---|
| Paola Mendizabal • Advancing Dual Language Leadership: How School Leaders Drive Instructional Excellence | RECORDED/ ON-DEMAND SESSIONS |
| Quil del Villar • Dual Language K-3 Activities for Practicing Attention Managing Words | |
| R. Karl Hebenstreit • Developing Empathy & Emotional Intelligence for A Better, More Inclusive Future | |
| Sandra Sanchez • Aprendizaje con Propósito: Currículo Temático Integrado | |
| Susan Levy • Pupusas and Empowerment: A Parent-Led Language Night | |
| Susanne Peña • Acho Translanguaging Is Otra Cosa | |
| Valerie Pena-Hernandez • Serving the Same Student Three Different Ways: It's Not Working (Designing MTSS To Honor ALL Students) | |
| 123 Andrés • Bring in the Music! | |
| Loretta Booker • Supporting Multilingual Learners through Contextualized Learning and Affirming Student Identity | |
| Laurie Magill • GLAD® for Early Childhood and the Science of Reading: Effective Early Literacy Instruction | |



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

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

| | | |
|---|---|---|
| Drury | Lamy | Josefina Baidon • Integración de las matemáticas y las ciencias para desarrollar el sentido matemático y científico utilizando herramientas tecnológicas como Tile Farm y AIM4S³™ |
| | Meem | Jennifer Adams • Achieving a Multicultural Classroom Through Mindful Changes |
| | O'Keefe | Alicia Juarez • Crea y lleva: Libros desplegables históricos |
| | Palace A | Rachell Plote • Let's Get Talking! Strategic Oracy for the DLBE Classroom |
| | Palace B | Johanna Perez-Emmanuelli • Perfect Pairs: The Secret Life of Words |
| | Rivera A | Vanessa Chacon • Fostering Foundational Biliteracy Skills Through Oracy & Writing |
| Eldorado Hotel | Anasazi North | Carlos LopezLeiva • Envisioning a Sustainable Bilingual School Evaluation Framework: An Indigenous-Relational Approach |
| | Anasazi South | Margarita Calderon • Coaching in Dual Language Programs: Enfoque en biliteracidad y evaluación |
| | Ballroom A | Patrick Werito • Indigenous Languages Support Framework |
| | Ballroom B | Sonia Soltero • Puentes sin fracturas: Rethinking Authenticity in Literature for Biliteracy |
| | Chapel | Ishtar Rosario Medina • De Bad Bunny a Biliteracy: Spanish Language Arts en Secundaria |
| | DeVargas | Tania Valenzuela • Tiny Learners, Big Language: Creating Purposeful Content Language Objectives in Early Elementary |
| | Zia A | Melody Wharton • Reimagined and Rebuilt: One School's DL Transformation |
| | Zia B/C | Rosa González-Rogers • La poesía como ensayo oral para la biliteracidad |
| Hilton | Canyon 1 | Robin Farup-Romero • Dual Language Program Implementation PreK-12 - A District's Journey to 35 DLI Programs |
| | Canyon 2 | Meg Burns • Designing and Using Infographics to Advocate for DLBE Programs and Support DLBE Teachers |
| | Chapel | Dan Heiman • Acompañando futurxs maestrxs bilingües in a Bilingual Teacher Preparation Program |
| | Mesa A/B | Mariana Castro • Puentes y barreras: The Dual Nature of AI in Multilingual Education |
| | Mesa C | Doris Chavez-Linville • Required Assessments, Missing Evidence: Leading Biliteracy Data Conversations |
| | Pecos | Margarita Adame • Connecting Communities: Engaging Families, Empowering Schools |
| La Fonda | La Terraza | Loretta Booker • Our Lived Experiences: Successes & Challenges in Supporting Multilingual Learners Through Quality PD |
| | Lumpkin N | Marjorie Ringler • From Monolingual to Multilingual: Rethinking Teacher Evaluation for Dual-Language Programs |
| | Lumpkin S | Charlise Berkel • AIM4S³™ for Transfer: Strengthening Mathematical Understanding in Dual Language Thinking Classrooms |
| | New Mexico | Alexander Harris • Same Rigor, Right Supports: Using AI to Personalize Work for Every Multilingual Learner |
| | Santa Fe | Cristina Sanchez-Lopez • Culturally and Linguistically Appropriate IEPs: MLs with Special Education Needs |
| | Stiha | Claribel González • La Brega in Biliteracy Instruction: Rasquache Design in Dual Language Classrooms |
| Santa Fe Convention Center | Coronado/DeVargas | Lisa Meyer • What Professional Development Do Teachers Need to Support Multilingual Learners? |
| | Milagro/O'Keefe | Katherine Barko-Alva • El poder de nuestros idiomas: Promoting Students' Metalinguistic Awareness |
| | Ohkay Owingeh | Isela Rendon • Construyendo espacios de autohistoria y translenguaje |
| | Peralta/Lamy | Heather Skibbins • Master Biliteracy: Integrated Dual Language |
| | Pojoaque/NAMBE | Tabitha Lett • Creating Community: Multilingual Engagement That Matters |
| | Sweeney | José Medina • ¡Sin pretextos! The Intersection of Dual Language Leadership and Student Academic Achievement |

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

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

| | | |
|---|---|---|
| Drury | Lamy | Francisco Usero-Gonzalez • The Double Demand: Executive Functions in Bilingual Neurodivergence and Dyslexia |
| | Meem | Sarah Cohen • Expanding Pathways to Multilingualism: Promoting Equity Through Linguistically Responsive Pedagogies |
| | O'Keefe | Gerardo Gomez • Not Either/Or, But Both: Translanguaging Strategies That Accelerate Academic Vocabulary |
| | Palace A | Kyra Cardenas • From PD to Practice: Using CBLI to Build Academic Language and Biliteracy |
| | Palace B | Mateo Ballard Strauhal • Fundamentales para el éxito de tu curso DL en la secundaria/prepa para ti y tus estudiantes |
| | Rivera A | Natali Barreto-Baca • Sensors and Robotics: Empowering the Next Generation of Bilingual Innovators |
| Eldorado Hotel | Anasazi North | Alicia Kim • Enhancing Language Assessment Practices across Spanish-English Bilingual Programs |
| | Anasazi South | Sonia Soltero • From Vision to Practice: Building Sustainable, Equity-Driven and Asset-Based DL Programs |
| | Ballroom A | Cristina Alfaro • Navigating the Future of Multilingualism: The Role of Critical Ideological Global Consciousness |
| | Ballroom B | Sarah De La Garza • Advocacy, Balance, and Creative Problem-Solving in DLBE Leadership Amidst Shifts |
| | Chapel | Kevin Donnelly • Going Old School: How to Construct an Interactive Student Notebook for Any Grade |
| | DeVargas | Grethel Pedroarena • Using Science to Activate Biliteracy |
| | Zia A | Patricia Donati • Designing Interactive Literacy Centers for Spanish Reading Learners: Fun and Rigorous |
| | Zia B/C | Patrick Werito • From Culture to Classroom: Backward Planning & GLAD Strategies |
| Hilton | Canyon 1 | Dean Guzman • Reclaiming the Teacher's Role in Igniting Literacy for MLs |
| | Canyon 2 | Carlos Durango • El laboratorio de IA: Desmitificando la ciencia en dos idiomas |
| | Chapel | Adriana Fletes-Drone • What Comes after Funding, Materials, and Vision? |
| | Mesa A/B | Margaret Seclen • Math Talk That Moves Learning: Strategies to Lift Multilingual Learners' Academic Language |
| | Mesa C | KatieAnn Juanico • New Mexico Has a Unique Opportunity to Strengthen Education by Elevating Native American Languages |
| | Pecos | Katiusca Moreno • Science of Reading for Multilingual Learners |
| La Fonda | Exchange | Maggie Marcus • Philanthropy Meets Pedagogy: Cultivating Partnerships to Advance Dual Language Instruction |
| | La Terraza | Vanessa Mangual • From Two Languages to Biliteracy: Making Cross-Linguistic Connections Count |
| | Lumpkin N | Ester de Jong • Literacy for Multilingual Learners: A Blueprint |
| | Lumpkin S | Apolonio Trejo • En comunidad, desde el corazón, hacia la justicia: Addressing Bilingual Underrepresentation in Gifted |
| | New Mexico | Ryan Mclaughlin • La Siembra: A Guide to Planning a Student-Led Dual Language Conference for Community Outreach |
| | Santa Fe | Josefina Martinez • ¿Por qué lee mejor en español? |
| Santa Fe Convention Center | Stiha | Maria Migueliz Valcarlos • Equity Begins with Preparation: Experiencias en la preparación para ser maestras bilingües |
| | Coronado DeVargas | Silvia Dorta-Duque de Reyes • Building Biliteracy: The Dynamics of Cross-Linguistic Instruction |
| | O'Keefe/Milagro | Elizabeth Howard • From PD to Practice: Peer Feedback as Ongoing Learning |
| | Peralta/Lamy | Caia Brown • Beyond the Training: Building Project GLAD® Leadership Teams |
| | Pojoaque/ NAMBE | Monica Hurtado DeMendoza • El arte de las preguntas: "It's Not the Text That's too Hard—it's the Questions we Aren't Asking." |
| | Sweeney | Socorro G Herrera • Con corazón y querencia: Designing Transformative Early Childhood DL Classrooms |

# DLeNM

## Dual Language Education of New Mexico

*Our Legacy, Their Future – Championing educational equity for generations to come.*

### PROFESSIONAL LEARNING

High-quality training and coaching that build educator capacity and enhance dual language and biliteracy practices in **the classroom and beyond.**



Scaffolding Student Success AIM4S

CLAVES®

project GLAD®

4 Spaces Biliteracy

DLBE Dual Language Bilingual Education Program Development

La Siembra™

El Enriquecer™

Dual Language Essentials for District Leaders

Dual Langauge SITE VISITS — Program Readiness — Program Effectiveness

Program Design Consultation

### PROGRAM DEVELOPMENT & LEADERSHIP

**Strategic support for designing,** strengthening, and sustaining dual **language programs with** impactful leadership, planning, and evaluation.



### INDIGENOUS LANGUAGE SUPPORT

**Resources, training, and technical** assistance to revitalize and sustain **Indigenous** languages and **cultures** in education and **community settings.**



Indigenous Language Support™

DLeNM offers programmatic and professional development support through our full-service, in-person, and online offerings.

Want to learn more? Get on our listserve. Scan the QR Code now!

DLENM.ORG

DUAL LANGUAGE EDUCATION of NEW MEXICO

La Cosecha

# Janet Montoya Schoeppner Memorial Scholarship

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

*- Frances Sánchez, 2009*



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

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



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

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

| | | |
|---|---|---|
| Drury | Lamy | Katie Bernstein • Drama-Based Strategies for Story Time: ¡todos incluidos, todos participando! |
| | Meem | Luz Maria Rojas • Latinx Youth Literature To Build Community and Hope In The Bilingual Classroom |
| | O'Keefe | Minea Armijo Romero • Voces de Lugar: Centering Translanguaging Pedagogies through Art Inquiry and the Ecology of Border Spaces |
| | Palace A | Sandra Mercuri • Más allá del vocabulario: Teaching Academic Spanish Across Content Areas |
| | Palace B | María Fernanda Bruzon • Through Their Words: Student Voice to Strengthen Biliteracy and Bilingual Identity |
| | Rivera A | Maria Mayo • Unidad interdisciplinaria de nativo americanos de California DLI 3rd |
| | Rivera B | Jomara Quinones • Entendiendo la disciplina y la identidad en contextos interculturales con el trasfondo cultural |
| Eldorado Hotel | Anasazi North | Garrett Delavan • How to Strengthen Spanish Dual Language Bilingual Programs: Lessons from District Administrators |
| | Anasazi South | Kyla Harris • Planning for Biliteracy: Cross-Curricular Translanguaging in DLI Classrooms |
| | Ballroom A | Yvonne Williams • Corazón: Writing from the Heart, Centering Identity and Voice in Multilingual Classrooms |
| | Ballroom B | Angela Palmieri • Six Essential Components of a Successful DL Immersion Program |
| | Chapel | Vanessa Espitia • Voices of Experience: Commitment, Comunidad, and Family Engagement in Dual Language Bilingual Education |
| | DeVargas | Lizeth Dominguez • Turning Look-Fors into Instructional Action in DL Classrooms |
| | Zia A | Dr. Ophelia Sanchez • Speaking From the Heart: Building Diné (Navajo) |
| Hilton | Zia B/C | Sara Arranz • Cultivando coherencia y comunidad |
| | Canyon 1 | Laura Carbajal • Equitable Acceleration: Bridging Access |
| | Canyon 2 | Jesus Diaz • Multilingual Teachers: Measurement and Evaluation of Effective Literacy Programs |
| | Chapel | Paulina Valenzuela • Student Leadership and Community Partnerships |
| | Mesa A/B | Jody Slavick • The Literacy Squared Dictado |
| | Mesa C | Maria Orellana • Data That Drives ELD Success |
| La Fonda | Pecos | Jason Greenberg Motamedi • Making Meaning from Data: Observing Dual Langauge Instruction in Oregon Classrooms |
| | La Terraza | Berenice Pernalete • Closing the Practice Gap: Technology-Assisted Coaching for Bilingual Educators |
| | Lumpkin N | Mario Ferron • Si se puede: Successful Dual Language in Small School Districts |
| | Lumpkin S | Shelly Spiegel Coleman • It's Time for Multilingual Education for ALL |
| | New Mexico | Deena Gumina • Leveraging Translanguaging to Support Dually Identified Learners in Dual Language Classrooms |
| | Santa Fe | Milagros Otero • Tendiendo puentes entre lenguas en la educación especial: conexiones lingüísticas para estudiantes bilingües mediante el marco de la biliteracidad |
| Santa Fe Convention Center | Stiha | Laura Kelly • Bilingual Book Clubs: Exploring the Immigrant Experience with Picturebooks |
| | Coronado/ DeVargas | Margo Gottlieb • Tools for Evaluating Dual Language Programs: Perspectivas y sugerencias |
| | O'Keefe/Milagro | Aradhana Mudambi • Building Oracy in Early Childhood |
| | Ohkay Owingeh | Jody Lindsay • Leveraging Language as an Asset: Building Biliteracy Pathways for College and Careers |
| | Peralta/Lamy | Irene Zamora • Opportunities for Metro Nashville Students in DL Immersion |
| | Pojoaque/NAMBE | Analleli Hernandez • Languaging in Motion: Affirming and Extending Language Practices |
| | Sweeney | Andres Salguero • Leading with Music and Movement |

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

## Afternoon Concurrent Sessions Overview — 3:20 pm - 4:30 pm

| | | |
|---|---|---|
| Drury | Lamy | Jesabel Centeno • Más allá de las etiquetas: Fortaleciendo el MTSS y la toma de decisiones en educación especial para estudiantes latinos multilingües |
| | Meem | Eulogio Alejandre • More Than Bilingual: Building Identity and Cultural Competence |
| | O'Keefe | Mary Soto • Translanguaging in Action in Secondary Classrooms |
| | Palace A | Rebecca Hernández Zamora • Bridging Vision and Practice Through Instructional Strategy and Systems Design |
| | Palace B | Eva Heredia • el Dictado Ideal como puente para desarrollar conexiones translingüísticas |
| | Rivera A | Sharon Munoz • Teaching With Heart: Inclusive Instruction for Multilingual Learners |
| | Rivera B | Maria Mercado • Don't You Forget About Me: Centering Student Identity Through Cultural Relevance |
| Eldorado | Anasazi North | Lorien Chambers Schuldt • The BLOOM Program: Growing Indigenous Language Teachers |
| | Ballroom A | Barbara Flores • The Role of Deliberate Mediation/Scaffolding in Developing Scientific Concepts and Academic Language in L1/L2 |
| | DeVargas | Ashlee Mandrell • Una obra del corazón: Yakima's Dual Language Journey from Vision to Evolving Reality |
| | Zia A | Lynne Koenig • theDictado, Grades 6-12- An Asset Based Language Strategy for Equitable, Multilingual Instruction |
| | Zia B/C | Elena Valdez • Dual Credit Cultural Studies: An Extension of Dual Language Learning |
| Hilton | Canyon 2 | Yurey Parra • K láak'intikba'on (nos acompañamos en comunidad) |
| | Chapel | "Warlance Chee • Saad K'idilye: Building a Diné Language Nest from the Ground Up" |
| | Mesa A/B | Joan Lachance • Co-creating Collaborative Professional Learning: Tools and Resources for Community Engagement |
| | Mesa C | Aloise Miller • La lotería del aula dual: Actividades para enriquecer la instrucción |
| | Pecos | Gretchen Kleinsasser • Two Languages, One Goal: Advancing Biliteracy Through Vocabulary-Rich School Improvement and Teacher Instructional Leadership |
| La Fonda | La Terraza | Kavita Krishna • Making your Language Arts Curriculum Accessible with Key Project GLAD® Strategies |
| | Lumpkin N | Natalie Olague • Is It Showing Up in Your System? Rethinking the Three Pillars Through Critical Consciousness |
| | Lumpkin S | Jamey Goulet • Preparing Multilingual Learners for Reclassification: Instructional Moves that Accelerate Language and Academic Success |
| | Santa Fe | Mary Beth Snow Balderas • Collective Policy Acting: Analyzing Reading Reform in Dual Language Contexts |
| | Stiha | Kristin Bengtson Mendoza • The Translanguaging Instructional Core: Are You Flowing with the Corriente? |
| Santa Fe Convention Center | Coronado/DeVargas | Maria Josefa Ramirez Hidalgo • Medieval Roots, Modern Classrooms: El legado lingüístico de la España medieval para los estudiantes de hoy |
| | O'Keefe/Milagro | Kristin Percy Calaff • Starting Strong, Staying Strong: 8 Steps for Developing DL Programs |
| | Ohkay Owingeh | Ines Ramos Feliciano • Where Languages Meet: Developing Academic Language Through The Bridge |
| | Peralta/Lamy | Joel Lizardos • El Puente to Fluency |
| | Pojoaque/NAMBE | Evelyn Chávez • Centering Multilingual Students in the Math Classroom Using DLeNM's Four Spaces for Biliteracy |
| | Sweeney | Miguel Cardona • Navigating Nuances of the Science of Reading for MLLs: A Research to Practice Panel |

Indigenous Language Support™

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

DUAL LANGUAGE EDUCATION of NEW MEXICO

# INDIGENOUS LANGUAGE EDUCATION INSTITUTE

## ANASAZI SOUTH - ELDORADO HOTEL

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

## NOVEMBER 13, 2026

## 8:00 AM - 4:30 PM

**FEATURED SPEAKERS INCLUDE:**

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

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

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

**MELISSA CANDELARIA, PRESTON SANCHEZ**

DLTA
Diné Language Teachers Association

New Mexico Tribal Language Consortium
NMTLC

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

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

| | | |
|---|---|---|
| Drury | Lamy | Katie Nerstheimer • Dynamic Special Education Evaluation Protocols in DL |
| | Meem | Jasmine Brann • Sankofa: Black and Bilingual Brilliance in DLE |
| | O'Keefe | Ruth Teeple • The Bilingual Brain |
| | Palace A | Elizabeth Valenzuela • Every Voice, Every Language, Every Learner: Bilingualism Making a Difference — Let's Count the Ways! |
| | Palace B | Rebecca Dressendorfer • Speech & Language Strategies to Support All Learners in the Dual Language Classroom |
| | Rivera A | Daisy Barnard • What's New with the State Seal of Bilingualism-Biliteracy? |
| Eldorado | Anasazi North | Alejandra Uribe • A K–12 Dual Immersion Journey: Preparing Students Academically, Linguistically, and Globally |
| | Anasazi South | Ronalda Warito • Advocating for Native American students in NM Public Schools |
| | Ballroom A | Jeff Zwiers • Accelerating Language Development Across Disciplines |
| | Ballroom B | Claudia Cervantes-Soon • Beyond Language: Building Collective Futures in Dual Language Education |
| | Chapel | Nathaniel Kuster • Aprendiendo a leer cantando y a cantar leyendo |
| | Zia A | Ángela Yong • Shared Leadership and Trust to Build Aligned, Sustainable Systems in Dual Language Schools |
| | Zia B/C | Aracely Suarez • From Support to Sustainability: Strengthening Dual Language Leadership |
| Hilton | Canyon 1 | Elmer Castro • Chatbots and Cultura: A Multilingual AI Lab |
| | Canyon 2 | Mary Carmen Sanchez • Designing with Nature: Fibonacci & Dual Language STEM / Diseñando con la Naturaleza |
| | Chapel | Denise Nieto Hernandez • Family Engagement Isn't a Flyer: Stop Inviting and Start Partnering with Multilingual Families |
| | Mesa A/B | Ishtar Rosario Medina • Materiales auténticos para la inmersión dual en secundaria |
| | Mesa C | Mayra Moncada • Inspiración literaria para aulas bilingües: aprendizajes desde la FIL Guadalajara |
| | Pecos | Myrna Rosado Rasmussen • Beyond Homework: Helping Families Support Dual Language Success |
| La Fonda | Exchange | Alia Hadid • Shaping Identity in Multilingual Spaces |
| | La Terraza | Nelly Patiño-Cabrera • Transnational Knowledges: International Visiting Teachers in K-12 Dual Language Bilingual Education |
| | Lumpkin N | Susanne Peña • Redefining Dual Language Leadership: The Dual Language Learning Leadership Lab |
| | Lumpkin S | Dawn Wink • Creating a Multilingual Literacy Studio: Leadership, Learning, and Practical Steps |
| | New Mexico | Arcema Tovar • Rooted Recognition: Celebrating Bilingual Excellence as Equity Work |
| | Santa Fe | Rachel Howard de Cuevas • From Neuroscience to Can-Do Philosophy: Learning Science for ML Scaffolds |
| | Stiha | Sandra Mercuri • From Talk to Text: How Oracy Drives Reading and Writing Development |
| Santa Fe Convention Center | Coronado/DeVargas | Lucia Rocha • From Sounds to Fluent Reading: A Spanish-First Approach to Foundational Skills |
| | O'Keefe/Milagro | Jody Slavick • Literacy Squared's Paired Literacy: Designing Units with Purposeful Cross-Language Connections |
| | Peralta/Lamy | Juan Freire • Understanding and Implementing Sociocultural Competence and Critical Consciousness in the Classroom |
| | Pojoaque/NAMBE | Patricia Montes Pate • Cross-Linguistic Connections in DL Programs |







DLeNM Student Leadership Institute
EST. 2008
2026

# Student Leadership Institute

## Rooted in Community, Turning Stories into Action

## 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.

## 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**

La Cosecha

www.LaCosechaConference.org

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

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

| | | |
|---|---|---|
| Drury | Lamy | Emy Tomita • Bridging Brains and Bilingualism: Applying the Science of Learning in Dual Language Classrooms |
| | Meem | Deirdre Beet • Not Just in June: Representación LGBTQIA+ en clases bilingües |
| | O'Keefe | Amanda Niedzwiecki • Math Manuals, Hidden Messages, and Multilingual Equity: A Hands-On Redesign Session |
| | Palace A | Angélica Echevarría Acevedo • Small School, Big Voice: DL for Equity in Lares / Pequeña escuela, potente voz: Por la equidad de una educación bilingüe en Lares |
| | Palace B | Ana Garcia Garcia • Habla, reflexiona y crece: retroalimentación para elevar el lenguaje y el pensamiento |
| | Rivera A | Jennifer Velazquez • Entrelazando lenguaje y contenido: A Sequence for Explicit Language Teaching in Secondary DLE |
| | Rivera B | Kip Austin Hinton • Support Home Languages by Making your own Dual Language Books |
| Eldorado | Anasazi North | Francesca Lopez • Dual Language Immersion Programs in LAUSD and the Potential for Equitable Learning Opportunities |
| | Anasazi South | Christine Sims • The Impact of Amended State Regulations for Bilingual Teachers in New Mexico |
| | Ballroom A | Allison Briceño • Foundational Skills in Spanish/English Biliteracy |
| | Ballroom B | Dr. Alberto Carrero • It Takes a Village: How One District Is Building a Strong, Sustainable PK–12 DLBE Program |
| | Chapel | Tania Alvarez • ¡Cantando y bailando aprendemos! Estrategias para enseñar a niños en etapa Pre-escolar conceptos académicos |
| | DeVargas | Sarah Olsen • The Science of Reading in DLI: Context, Meaning, and Cross-Linguistic Sensemaking |
| | Zia A | Alejandra Benitez • Prevención e intervención a través de la instrucción estructurada de la Lectoescritura en español |
| | Zia B/C | Kristie Cabrera • The Kindergarteners Who Became Graduates: What 13 Years of Dual Language Education Taught Us |
| Hilton | Canyon 1 | Carlos Martinez Rangel • High School DL Program 101: los fundamentos |
| | Canyon 2 | Fabiola Pacheco • Closing the Achievement Gap Through a Strong Secondary Dual Language Program |
| | Mesa A/B | Adela Flores • Reclaiming Your Voice: Digital Storytelling with the Power of AI |
| | Mesa C | Patricia Ramos • LETRS for ELs: la lectoescritura estructurada en el aula bilingüe |
| | Pecos | Jenny Rodriguez • Empowering ELD for Dual Language Classrooms |
| La Fonda | La Terraza | Joseph Haba • When Education Stops Working for Multilingual Learners: Reimagining DL Instruction Through the Traffic-Light Framework and Juvenagogy |
| | Lumpkin N | David Holbrook • Networking Via Committees: NAELPA's DLBE and LEA Committees |
| | Lumpkin S | Gloria Pereyra-Robertson • Learning Under Fear: K-12 Students and Parent Deportation; |
| | New Mexico | Rebecca Blum Martinez • El final es un buen comienzo |
| | Santa Fe | Hector Caddell • Interpreting Language Acquisition Discrepancies from Learning Disabilities in Bilingual Education |
| | Stiha | "Nydia Valle-Cabrera • De la idea al impacto: sistemas liderados por estudiantes para el desarrollo de la biliteracidad y el acceso a oportunidades |
| Santa Fe Convention Center | Coronado/DeVargas | Mario Palma • Reimagining K-2nd Grade Holistic Foundational Skills: A Partnership for Equity |
| | O'Keefe/Milagro | Diana Espinal-Freeman • Building Academic Spanish Through Interactive Read-Alouds |
| | Peralta/Lamy | Rocio del Castillo • Two Languages, One Framework: Integrating ELA & SLA in DL |
| | Pojoaque/NAMBE | Shauna Williams • Not All Decodables are Equal: Evaluating Quality through the Science of Reading |

# 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)**

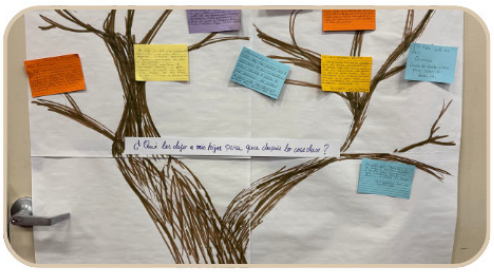
**Hotel Glorieta**
**Maravilla Ballroom**

**Pláticas de todo corazón:**
**Conocimiento, amor y justicia**

**Acompáñenos mientras celebramos nuestro idioma y cultura, destacando la historia de Nuevo México a través del arte, la comunidad y la familia.**

**Join us as we celebrate language and culture that centers the history of NM through art, community and family.**







DUAL LANGUAGE EDUCATION of NEW MEXICO

**LANGUAGE • CULTURE • COMMUMITY**

**Semillas y Raíces**
Rooted in family, language, and community

LaCosechaConference.org

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

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

| | | |
|---|---|---|
| Drury | Lamy | Claudia McIntyre • Dual Language Spanish Acquisition Summer Camp |
| | O'Keefe | Melissa Candelaria • Update on Yazzie/Martinez Lawsuit in New Mexico |
| | Palace A | Kimberley Kennedy • Music, Movement, and Resistance: Reguetón, Folklórico, and Cumbia in Dual Language Education |
| | Palace B | Apolonio Trejo • Con corazón y justicia: Identifying Twice-Exceptional GT Dyslexic Students |
| | Rivera A | Rocio del Castillo • Developing Bilingual Writers Through Translanguaging in Dual Language Classrooms |
| | Rivera B | Carlos Cardona-Morales • Using Home Sociolinguistic Contexts to Learn the English Language Arts |
| Eldorado | Anasazi South | Erik Martinez • Using Biliteracy Trajectories to Drive Growth, Goals, and Program Decisions |
| | Ballroom A | Garrett Delavan • Expanding Outdoor Learning and its Benefits in DLBE: A Discussion on Successes and Challenges |
| | Ballroom B | Rachel Woodard • Before the Lesson: Building the Belonging That Makes Participation Possible |
| | Chapel | Ema Shirk • Dual Language Immersion para todos: Planning for Expansion to Create Sustainable K-12 Programs |
| | Zia A | Alessandra Abraham Gabriel • Entrelazando los idiomas: recuperar la voz en la enseñanza bilingüe |
| | Zia B/C | Ana Rodriguez Zatarain • Diario Duo: A Biliterate Writing Strategy/ Estrategia de escritura bilingue |
| Hilton | Canyon 1 | Karen Serrano • ¡Somos científicos! Integrando contenido y lenguaje riguroso durante la clase de Ciencias |
| | Canyon 2 | Erin Lowry • Putting the Pieces Together: DL Programs Rooted in Community |
| | Chapel | Miguel Aguirre • Teaching Biliteracy through PBL (Project Based Learning) |
| | Mesa A/B | David Mumper • Nurturing Future Bilingual Educators in a School/University/ State Education Partnership |
| | Mesa C | Alexandro Escamilla • Cultura Cura Pedagogy |
| | Pecos | Mario Ferron • Instrucción bilingüe socioemocional: fundamental para desarrollar autentico bilingüismo y biliteracidad |
| La Fonda | Lumpkin N | Regina Lopez • Language Development through Music, Mindfulness, Motion, and Neuroscience |
| | Lumpkin S | Jordi Solsona-Puig • Rebuilding Bilingual Teacher Pipelines in California: A Laboratory for Justice |
| | New Mexico | Militza Semidei • Project SEMBRAR: Strengthening Dual Language Teaching Through Communities of Practice |
| | Santa Fe | Erin Mayer • Managing Math Pacing: Keeping it Doable |
| | Stiha | Nelia Pena • Cuestionar lo normal: The Radically Just Potential of Queer and Translanguaging Pedagogies |
| Santa Fe Convention Center | Coronado/DeVargas | Nirmla Flores • A Story Worth Telling: The Birth of Filipino Bilingual Authorization |
| | O'Keefe/Milagro | María Fernanda Bruzon • Marcadores visuales: impulso a la biliteracidad y conciencia metalingüística |
| | Peralta/Lamy | "Nydia Valle-Cabrera • De la idea al impacto: sistemas liderados por estudiantes para el desarrollo de la biliteracidad y el acceso a oportunidades |
| | Pojoaque/NAMBE | Mario Palma • Reimagining K-2nd Grade Holistic Foundational Skills: A Partnership for Equity |

# Conference Partners
## *¡Muchas Gracias!*







ALBUQUERQUE HISPANO CHAMBER OF COMMERCE CONVENTION & TOURISM

W.K. KELLOGG FOUNDATION







MC2Education







New Mexico Tribal Langauge Consortium




FUTURE FOCUSED EDUCATION







WABE
WASHINGTON ASSOCIATION FOR BILINGUAL EDUCATION

OABE
Oregon Association for Bilingual Education

EMMA™ Educators for a Multilingual Multicultural America



Keres Children's Learning Center




PROJECT GLAD®

American Indian Language Policy Research & Teacher Training Center
College of Education, University of New Mexico

CAL CENTER FOR APPLIED LINGUISTICS

THE BUENO CENTER for multicultural education

ALBUQUERQUE PUBLIC SCHOOLS Language and Cultural Equity






























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

## Afternoon Concurrent Sessions Overview — 3:20 pm - 4:30 pm

| | | |
|---|---|---|
| El Dorado | Anasazi North | Claudia McIntyre • Dual Language Spanish Acquisition Summer Camp |
| | Anasazi South | Melissa Candelaria • Update on Yazzie/Martinez Lawsuit in New Mexico |
| | Ballroom A | Kimberley Kennedy • Music, Movement, and Resistance: Reguetón, Folklórico, and Cumbia in Dual Language Education |
| | Ballroom B | Apolonio Trejo • Con corazón y justicia: Identifying Twice-Exceptional GT Dyslexic Students |
| | Chapel | Rocio del Castillo • Developing Bilingual Writers Through Translanguaging in Dual Language Classrooms |
| | DeVargas | Carlos Cardona-Morales • Using Home Sociolinguistic Contexts to Learn the English Language Arts |
| | Zia A | Erik Martinez • Using Biliteracy Trajectories to Drive Growth, Goals, and Program Decisions |
| | Zia B/C | Garrett Delavan • Expanding Outdoor Learning and its Benefits in DLBE: A Discussion on Successes and Challenges |
| Hilton | Canyon 1 | Rachel Woodard • Before the Lesson: Building the Belonging That Makes Participation Possible |
| | Canyon 2 | Ema Shirk • Dual Language Immersion para todos: Planning for Expansion to Create Sustainable K-12 Programs |
| | Chapel | Alessandra Abraham Gabriel • Entrelazando los idiomas: recuperar la voz en la enseñanza bilingüe |
| | Mesa A/B | Ana Rodriguez Zatarain • Diario Duo: A Biliterate Writing Strategy/ Estrategia de escritura bilingue |
| | Mesa C | Karen Serrano • ¡Somos científicos! Integrando contenido y lenguaje riguroso durante la clase de Ciencias |
| | Pecos | Erin Lowry • Putting the Pieces Together: DL Programs Rooted in Community |
| La Fonda | Exchange | Miguel Aguirre • Teaching Biliteracy through PBL (Project Based Learning) |
| | La Terraza | David Mumper • Nurturing Future Bilingual Educators in a School/University/ State Education Partnership |
| | Lumpkin N | Alexandro Escamilla • Cultura Cura Pedagogy |
| | Lumpkin S | Mario Ferron • Instrucción bilingüe socioemocional: fundamental para desarrollar autentico bilingüismo y biliteracidad |
| | New Mexico | Regina Lopez • Language Development through Music, Mindfulness, Motion, and Neuroscience |
| | Santa Fe | Jordi Solsona-Puig • Rebuilding Bilingual Teacher Pipelines in California : A Laboratory for Justice |
| | Stiha | Militza Semidei • Project SEMBRAR: Strengthening Dual Language Teaching Through Communities of Practice |
| Santa Fe Convention Center | Coronado/DeVargas | Erin Mayer • Managing Math Pacing: Keeping it Doable |
| | O'Keefe/Milagro | Nelia Pena • Cuestionar lo normal: The Radically Just Potential of Queer and Translanguaging Pedagogies |
| | Peralta/Lamy | Nirmla Flores • A Story Worth Telling: The Birth of Filipino Bilingual Authorization |
| | Pojoaque/NAMBE | María Fernanda Bruzon • Marcadores visuales: impulso a la biliteracidad y conciencia metalingüística |

*sábado, el 14 de noviembre de 2026 • Saturday, November 14, 2026*

## Morning Concurrent Sessions Overview — 9:10 am -10:20 am

| | | |
|---|---|---|
| Santa Fe Convention Center | Coronado/DeVargas | Tatiana Gurule • Project GLAD's Ready, Set, Go! Routines |
| | Kearney | Gabriela Dolsa • Saber Leer: Teacher Knowledge and Saberes Docentes Across Contexts (U.S.–Paraguay) |
| | Milagro/O'Keefe | Michele Rewold • Facilitating Multilingual Student Generated Questions |
| | Ohkay Owingeh | Claudia Loya • Latido de Mi Herencia: Weaving Our Voice, Our Roots and Our Culture |
| | Peralta/Lamy | Joseph G. Jiménez Santos • ¿Intervención o exclusión? Translanguaging as Access for Multilingual Students with Disabilities |
| | Pojoaque/NAMBE | Guadalupe Estrada • From Heritage to Dual Language: Our School's Bilingual Transformation |
| | Sweeney A | Kris Nicholls • From Exclusion to Inclusion: Special Education in DL Programs |
| | Sweeney B | Azul Cortes • Essentials of a Successful Dual Language Program: Planning for Alignment and Impact |
| | Sweeney D - F | Leanna Lucero • Math for All: Inclusive Math Strategies for Multilingual Learners |

*sábado, el 14 de noviembre de 2026 • Saturday, November 14, 2026*

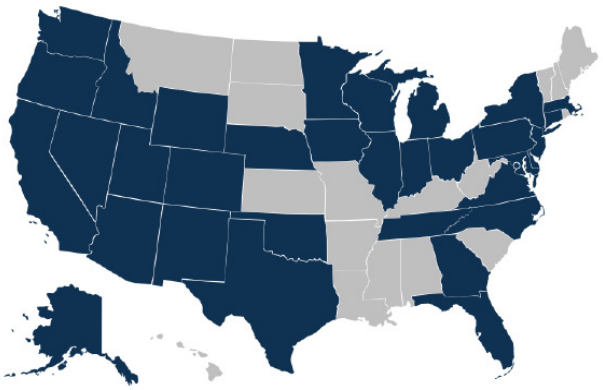
## Morning Concurrent Sessions Overview — 10:30 am -11:40 am

| | | |
|---|---|---|
| Santa Fe Convention Center | Coronado/DeVargas | Silvia Schavz • Alfabetización efectiva desde la base de la cuerda: ¡SOR en acción! |
| | Kearney | Armando Garza Ayala • Writing Content, Language, and Biliteracy Objectives: Insights from In-Service Teachers |
| | Milagro/O'Keefe | Felicitas Reyes • Voices in Two Languages: Advocating for Every Child |
| | Ohkay Owingeh | Mariana Alvidrez • Los errores como herramienta de aprendizaje en matemáticas en salones de clases bilingües |
| | Peralta/Lamy | Suzanne Gorman • Learn how Family Engagement is promoted with a Parent Academy and Technology |
| | Pojoaque/NAMBE | Tonya Swainston • From Oral Language to Biliteracy: A Translanguaging, Writing-First Approach for Multilingual and Diverse Learners |
| | Sweeney A | Jesus Moncada • Christine Duncan Heritage Academy - Sharing our 20-Year Journey as a DLI Charter School |
| | Sweeney B | Azul Cortes • Essentials of a Successful Dual Language Program: Planning for Alignment and Impact |
| | Sweeney D - F | Leanna Lucero • Math for All: Inclusive Math Strategies for Multilingual Learners |

Dual Language Schools.org

Dual Language Schools
DualLangSchools
Duallanguageschools.org

JOIN THE ONLINE COMMUNITY FOR DUAL LANGUAGE



- **REGISTER** your program at the **NATIONAL DUAL LANGUAGE SCHOOLS DIRECTORY**
- **FREE JOB** postings
- **RESOURCES** and research to start a dual language program
- **TEACHER OF THE MONTH** nomination

***Share ideas, collaborate and grow with the online community!***



## Power Sessions

### Implementing the Science of Reading with empoderamiento y equidad

**Santa Fe Convention Center - Kearney • 1:30 pm – 2:00 pm**

**Dr. Monica Lara — CEO, Skillz Education**

In this session, participants will review the importance of implementing the Science of Reading (SoR) with a focus on emergent bilingual students. We will explore how the primary language serves as a fundamental foundation for second language acquisition. Finally, the session will emphasize instructional practices in dual language classrooms, centered on social justice, empowerment, and equity.

**Strand: Power Session | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community | Grade Level: K-80 | Format: Workshop (Interactive)**

### Rooted in Voice: Turning Classroom Community into Language, Literacy, and Agency

**Santa Fe Convention Center - Kearney • 2:10 pm – 2:40 pm**

**Tabitha Lott — Literacy Engagement Specialist, Vista Higher Learning**

What happens when multilingual learners don't just participate—but know their voices and ideas matter? Experience three high impact moves that turn students' cultures, languages, experiences, and strengths into pathways for academic success. Through meaningful connection, purposeful talk, and collaboration, discover how to build language, literacy, and learner agency while creating a classroom where every student is empowered to contribute, grow, and thrive.

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

### See it. Show it. Say it. Making Vocabulary Meaningful for Multilingual Learners

**Santa Fe Convention Center - Kearney • 2:50 pm – 3:20 pm**

**Janey Gostet — Academic Officer, Teacher Created Material**

Vocabulary development is more than learning word meanings; it is about building connections, making meaning, and using language with purpose. In this fast-paced Power Session, participants will explore practical strategies to help multilingual learners develop and retain academic vocabulary through visuals, background knowledge activation, Total Physical Response (TPR), and meaningful language practice. Participants will consider how to move students beyond recognizing words to using them to communicate ideas across content areas. Leave with actionable strategies to make vocabulary instruction more intentional, engaging, and accessible for multilingual learners at every level of English proficiency.

**Strand: Power Session | Language: Not specified**
**Intended Audience: Not specified | Grade Level: Not specified | Format: Workshop (Interactive)**

### See it. Show it. Say it. Making Vocabulary Meaningful for Multilingual Learners

**Santa Fe Convention Center - Kearney • 2:50 pm – 3:20 pm**

**Janey Gostet — Academic Officer, Teacher Created Material**

Vocabulary development is more than learning word meanings; it is about building connections, making meaning, and using language with purpose. In this fast-paced Power Session, participants will explore practical strategies to help multilingual learners develop and retain academic vocabulary through visuals, background knowledge activation, Total Physical Response (TPR), and meaningful language practice. Participants will consider how to move students beyond recognizing words to using them to communicate ideas across content areas. Leave with actionable strategies to make vocabulary instruction more intentional, engaging, and accessible for multilingual learners at every level of English proficiency.

**Strand: Power Session | Language: Not specified**
**Intended Audience: Not specified | Grade Level: Not specified | Format: Workshop (Interactive)**

### Las ideas principales del Marco DALE: Shifting Ideologies in Language Development

**Santa Fe Convention Center - Kearney • 3:30 pm – 4:00 pm**

**Margo Gottlieb — WIDA Co-Founder; Samuel Aguirre, WIDA**
**Samuel Aguirre — WIDA Co-Founder, WIDA**

How might we expand the notion of language development to deepen the representation of bilingualism and biliteracy? Sets ideas principales frame WIDA's marco DALE, giving the standards framework greater depth and breadth. In this session, we share those principales, including multiliteracidades and transculturalismo, to ensure that our bi/multilingual learners have full access to linguistic and culturally responsive content.

**Strand: Power Session | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Students, Community | Grade Level: K-20 | Format: Workshop (Interactive)**

***Sesiones de cosecha temprana* ~ Early Harvest Sessions —1:50 pm - 3:00 pm**

## Shaping Powerful Bilingual Teachers for Dual Language Schools: Language Ideologies, Policy, and Power in Bilingual Teacher Education

**Eldorado • Annexal South – Extended Session 1:50 pm – 4:20 pm**

Dr. Deborah Palmer — Professor, University of Colorado Boulder
Blanca Calzas Chumbes — University of Minnesota
Luz Yadira Herrera — Cal State University Dominguez Hills
Christian Fallis — Professor, Texas A&M University
Kathryn Henderson — Associate Professor, University of Texas at San Antonio
Magaly Lavadenz — Executive Director, CEEL Loyola Marymount University
Cristina Alfaro — Associate Vice President - International Affairs, San Diego State University
James Garbrell — Professor, University of Northern Colorado
Garrett Delavan — Assistant Professor, University of New Mexico

Highlighting 6 (of 43) chapters from forthcoming Handbook of Bilingual Teacher Education, researchers share innovative approaches to preparing bilingual educators for DLBE programs. Chapters explore: interrogating language ideologies; navigating English-dominance; global perspectives; preparing teachers and leaders with ideological clarity; the national landscape of bilingual teacher preparation; supporting novice teachers to leverage culturally sustaining literature; and connections between community and school gentrification. Panelists will offer guidance for bilingual teacher preparation and invite audience to problem-solve.

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

## The Dynamic Biliteracy Matrix: How Translanguaging Transforms Biliteracy Practice

**Eldorado • Ballroom A – Extended Session 1:50 pm – 4:20 pm**

Susana Ibarra Johnson — Associate Professor, New Mexico State University
Mirna Arrollo Romero — Associate Professor, NMSU
Mary Fehrenbach — Associate Professor, NMSU

This session explores how translanguaging reshapes traditional views of biliteracy through the Dynamic Biliteracy Matrix, a professional learning model for bilingual educators. Through reflective and art-based activities, participants examine strategies that leverage students' linguistic repertoires, integrate foundational literacy, and reframe biliteracy as dynamic, culturally sustaining, and community-grounded.

Strand: Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD) | Language: English, Spanish
Intended Audience: Teachers | Grade Level: K - 5(8)

## Nurturing Literacy in the Project GLAD® for Early Childhood Classroom

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

Ms. Laurie Magill — CODE Project GLAD® Certified Trainer, Dual Language Education of New Mexico
Inés Pérez-Conde — Teacher, DLENM / Cien Aguas International School

How do we move from oral language to literacy and written language without losing PLAY in the early childhood classroom? In this interactive session, we explore how Preschool GLAD® strategies develop phonological, phonemic, and syllabic awareness which are the building blocks of early reading and writing. We will demonstrate how to support your youngest dual language learners to access their complete linguistic repertoire, allowing for cross-linguistic transfer and multilingual learning.

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

### PreK-4 DLI Best Practices: Planning, Instruction, Assessment & Professional Development

**Santa Fe Convention Center - O'Keefe/Milagro – Extended Session 1:00 pm – 4:30 pm**

**Jesse Cervantes — Director, Benchmark Education**
**Silvia Dorta-Duque de Reyes — Sponsor, Benchmark Education**
**Maria Campanario — Sponsor, Benchmark Education**

Establish: a consistent and organized DLE program structure allows for more efficient and effective biliteracy program selection, planning, and implementation. Present: elements that establish a consistent DLE program structure and materials. Review: growth areas of cross-linguistic transfer, translanguaging, breaking past a Spanish and English decoding threshold, using UDL to plan and organize, modelize access points by integrating scaffolding into core instruction, creating a DLE Instructional Scope & Sequence, and focusing oracy to anchor reading and writing for biliteracy. Explore: research, instruction, a path to biliteracy, assessment, and "look-fors" to evaluate curricular materials.

**Strand: Effective Literacy Biliteracy, Oracy, and Oral Language Development [including ELD] | Language: English, Spanish**
**Intended Audience: Teachers, Administrators, Parents, Community | Grade Level: K - 8th**

### Structured Literacy for English Learners in New Mexico

**Santa Fe Convention Center - Ohkay Owingeh**

**Dr. Linda Cevasco — Consultant, ELLAS Consulting**
**Severo Martinez — Director, NM Public Education Department**

As New Mexico solidifies Structured Literacy as its primary instructional approach, educators are witnessing a transformative shift in student outcomes. Grounded in a landmark NMPED survey of thousands of educators, we explore the measurable impact of statewide training. We will analyze data signaling a transition from implicit to explicit, systematic, and intentional instruction. Discover how prioritizing Science of Reading foundational skills—including pre-teaching vocabulary and background knowledge—is bolstering achievement for English Learners. Join us to examine the qualitative and quantitative evidence proving that structured, intentional literacy instruction is the key to statewide success.

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

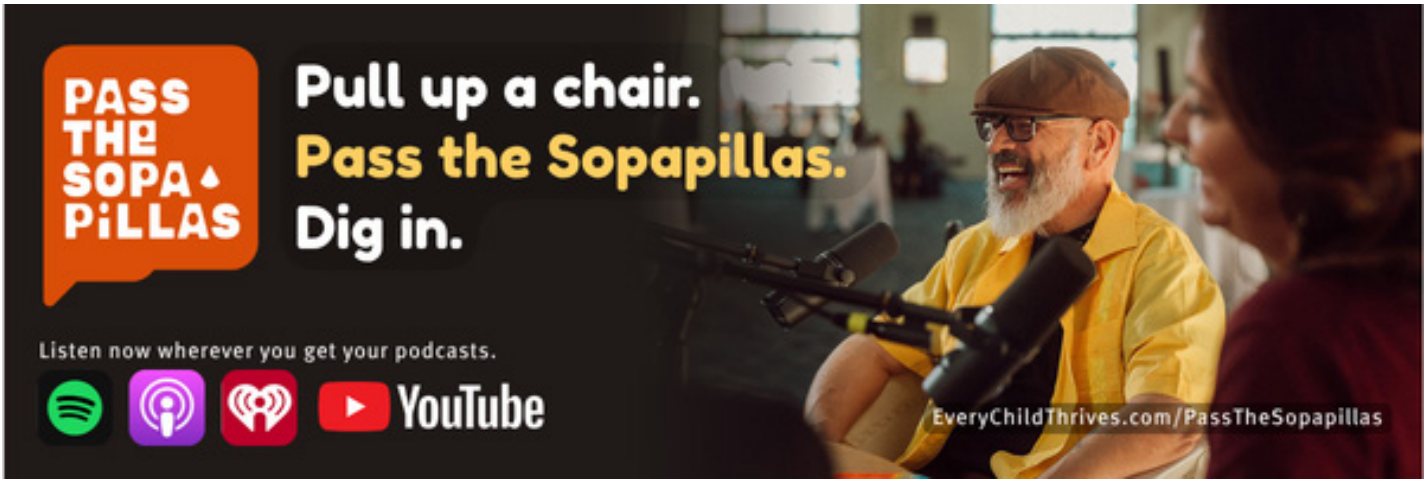
### Construyendo puentes para crear lazos entre la escuela y las familias.

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

**Dr. Dayanira Contreras — Director, Kids Campus at Santa Fe Community College**
**Randy Drona — Teacher, Kids Campus at Santa Fe Community College**
**Eugenio Nava — Teacher, Kids Campus at Santa Fe Community College**

Esta sesión interactiva explora estrategias culturales y lingüísticamente sostenibles para fortalecer la relación entre la escuela y las familias en contextos bilingües. A través del enfoque de fondos de conocimiento, los participantes aprenderán a integrar las experiencias, lenguas y culturas del hogar en el currículo. Se presentarán prácticas concretas como comunicación positiva, participación familiar y uso del idioma del hogar. Los asistentes diseñarán una estrategia aplicable a su contexto para fomentar relaciones auténticas y apoyar el desarrollo integral de los niños.

**Strand: Family and Community Partnerships | Language: Spanish**
**Intended Audience: Teachers, Students, Higher Education, Administrators | Grade Level: Pre-K - 3**



## *Sesiones de cosecha temprana* ~ Early Harvest Sessions —3:20 pm - 4:30 pm

### Prácticas pragmáticas y productivas x 2: Taller relámpago de bi-alfabetización

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

**Dr. Paul Patterson — Instructional Specialist, Denton Independent School District**

This workshop will be presented in Spanish with English support. Two practices to boost biliteracy in the classroom will be addressed: Writing motivation utilizing translanguage and reading fluency within a target language. Attendees will engage in activities designed to help students overcome typical challenges and develop robust strategies and habits. Participants will be able to return to their learning spaces and implement these activities to foster confidence and enthusiasm with their multilingual students. To conclude, the session will examine the importance of culturally sustaining instruction and provide participants with an insightful checklist for reflection.

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

### Biliteracy Units: Lenguaje, comunidad y sabiduría ancestral

**Santa Fe Convention Center - Ohkay Owingeh**

**Patricia Núñez — Teacher, UT Austin**

Teaching is an act of relationship shaped by our languages, histories, lands, and ancestors. This unit-planning framework begins with meaning, connection, and purpose—then aligns standards to those foundations. Units center community knowledge, students' lived experiences, and culturally relevant themes such as raíces, lengua, territorio, and migración. Oral language leads to literacy across Spanish, English, and heritage languages, integrating content areas and identity goals. Learning is communal, reflective, rigorous, and humanizing—honoring whole learners and positioning community wisdom as living knowledge, taught in our languages and guided by shared commitments.

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



GRAND ENTRY - 6:00 PM

# POWWOW

November 13, 2026
Santa Fe Convention Center

**Join us in this celebration of Indigenous cultures, community, dance, and song—open to La Cosecha participants and the community!**

## Head Staff

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







## Contest Dance Categories

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

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

LaCosechaConference.org