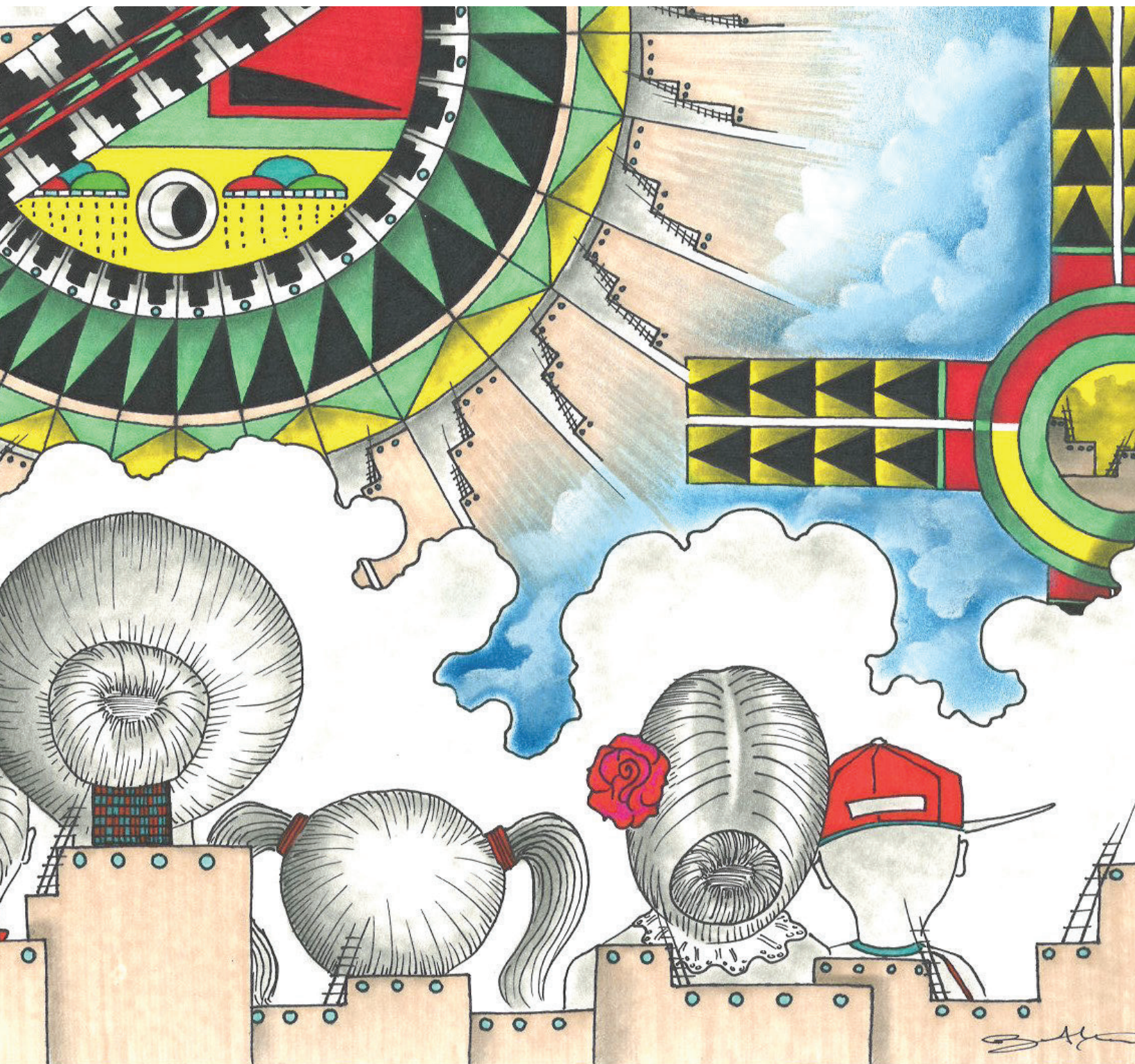


THE TIME IS NOW!

POLICY IMPLEMENTATION THROUGH LANGUAGE AND CULTURE

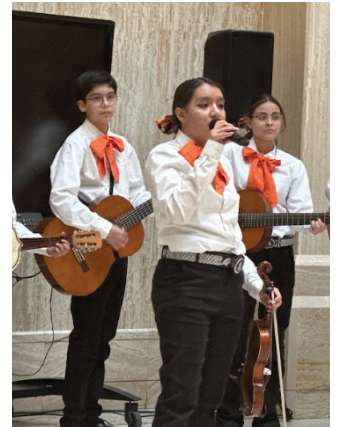
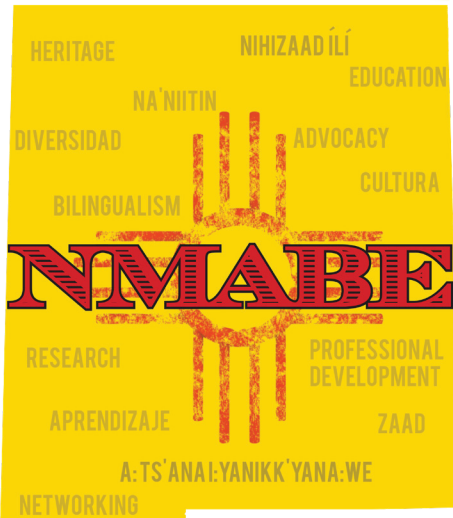


**49th Annual New Mexico Association for
Bilingual Education Conference**

APRIL 3-6, 2024 • ALBUQUERQUE, NM

THE TIME IS NOW!

POLICY IMPLEMENTATION THROUGH LANGUAGE AND CULTURE 49th Annual New Mexico Association for Bilingual Education Conference



CONFERENCE OVERVIEW

WELCOME!

¡BIENVENIDOS!

YÁ'AT'ÉÉH!

KESHHI!

DÁANZHÓ!

Wednesday, April 3, 2024

- 8:30 am - 3:00 pm Linguistic and Literacy Justice in K-12 STEM Pre-Conference Institute
- 8:30 am - 4:00 pm Acequia and Land Grant Pre-Conference Institute
- 9:00 am - 12:00 pm AVANT STAMP Assessment Half-Day Session

Thursday, April 4, 2024

- 7:30 am – 9:00 am Continental Breakfast
- 7:30 am – 5:00 pm Registration/Exhibits
- 8:30 am – 10:00 am Opening Session: Welcome and Keynote
- 10:20 am – 11:50 am Concurrent Sessions I
- 11:55 am – 1:15 pm Lunch (lunch provided for conference participants)
- 1:20 pm – 2:35 pm Concurrent Sessions II
- 2:40 pm – 3:55 pm Concurrent Sessions III
- 4:05 pm – 4:35 pm NMABE General Board Meeting (all members invited)

Friday, April 5, 2024

- 7:30 am – 9:00 am Continental Breakfast
- 7:30 am – 5:00 pm Registration/Exhibits
- 8:30 am – 10:00 am Opening Session: Welcome and Keynote
- 10:20 am – 11:50 am Concurrent Sessions IV
- 11:55 am – 1:15 pm Lunch Session (lunch on your own)
- 1:20 pm – 2:35 pm Concurrent Sessions V
- 2:40 pm – 3:55 pm Concurrent Sessions VI
- 5:30 pm – 7:00 pm NMABE Hall of Fame Awards Dinner (all conference attendees invited)
- 7:00 pm – 10:00 pm President's Reception and Dance

Saturday, April 6, 2024

- 7:30 am – 9:00 am Continental Breakfast
- 8:30 am – 9:15 am General Session and Keynote
- 9:25 am – 10:55 am Concurrent Sessions VII
- 11:00 am – 12:00 pm Closing Session

About NMABE

MISSION

The New Mexico Association for Bilingual Education is dedicated to supporting Bilingual Educators in their work and in their professional growth throughout the state of New Mexico. We believe that Bilingual Education benefits all students — those who are learning English as well as those who are learning other languages.



We recognize the importance of many different kinds of educators in the lives of New Mexico students—parents, extended family members, teachers, administrators, paraprofessionals, and peers.

NMABE embraces the rich cultural and linguistic diversity within our state and promotes its inclusion in the education of all students.

The Association promotes educational excellence and equity through the creation of activities including advocacy, professional development and research.

NMABE 2024 POSTER ARTIST



The NMABE Board of Directors presents this year's poster artist —

Brian Antonio

Brian Antonio is a native New Mexican from the Pueblo of Laguna, Village of Pagate. Brian grew up on the reservation, where he lived until he went to college at New Mexico State University. He currently resides in Grants, NM. *"I always wanted to be an artist. Art is my Life. I once was an Elementary K-6 Art teacher; I have helped children with art as a therapy. Art is LIFE!"*

Background of poster: Sun is life—strength to be seen from a distance. The sun encompasses the values structured for life. The bar across the sun represents Honor. The Pueblo dwellings represent family of all cultures. Each dwelling has ladders to promote the image of climbing to higher ground in mindfulness of our struggles. Under the sun, we all live amongst one another; we seek strengths in ourselves as we mature. This image defines all people but aimed primarily with youth in mind. I added the Zia sun as the symbol for our beautiful state of New Mexico! In all to encompass WE ARE ALL ONE, heartbeats without limitations...



The New Mexico Association for Bilingual Education

P. O. Box 6578
Albuquerque, NM 87197
www.nmabe.org

NMABE Board of Directors

President

Rosemary Carrasco
Carlsbad Municipal Schools

Past President

Suzanne Jacquez Gorman, Ph.D.
Santa Fe Public Schools

President-Elect

Berlinda Begay, Ph.D.
Central Consolidated Schools

Vice-President

Corina Alvarez
Las Cruces Public Schools

Treasurer

Jesús Moncada, Ph.D.
Christine Duncan Charter

Secretary

Cesar Rubio
Albuquerque Public Schools

Member-at-Large

Santi Gutierrez
Clovis Municipal Schools

Parent Representative

Jesse Winter
Albuquerque Public Schools

Pueblo Representative

Mary Alice Montoya
Taos Pueblo

Apache Representative

Ina Montoya
Dulce Independent Schools

Navajo Representative

Carmelita Lee
Farmington Municipal Schools

DLeNM Representative

José "Azul" Cortés

BMEAC Representative

Mayra Lucero
Ruidoso Municipal Schools

NMABE Executive Director
Elisabeth Valenzuela, Ph.D.

¡Bienvenidos! Yá'át'ééh! Welcome!

On behalf of the New Mexico Association of Bilingual Education (NMABE) Executive Board of Directors, I am honored and privileged to welcome you to our 49th Annual Conference 2024. Our association has been working very hard and is committed to furthering the fight to have bilingual and biliterate children in this great state of New Mexico. Significantly, the benefits of bilingual education and bilingualism go beyond academic and English language outcomes, with benefits for students' home language development, cognitive functioning, social-emotional and sociocultural outcomes, and future employment and earnings.

This year's theme is "The Time is Now! Policy Implementation through Language and Culture." It reminds us that we cannot sit idly by and let others who are less well-versed in bilingual, biliteracy, and multilingual education tell us what is best for our students and their cultural needs. We can't educate our students if we don't include the cultural differences of the students we serve.

Last year, we discussed the importance of reclaiming our language and culture, and this year, we are openly and cautiously looking at what policies are implemented so they are beneficial and relevant to all those involved in Bilingual Education. We need more qualified teachers in bilingual education, especially in our Indigenous programs. If we want quality bilingual programs, we must pay close attention to the challenges with implementation.

On June 16, 2022, the NM Legislative Finance Committee did a program evaluation of the BMEP programs. I will not mention all nine key recommendations even though they are all essential, but focus on a couple:

1. Evaluate student achievement data by individual BMEP programs to identify successful practices and programs needing additional support. We must share our successes with others in our BMEP programs and see if they can be duplicated in other districts.
2. We are updating the proficiency exam for bilingual Spanish teacher endorsement (Prueba), developed in the '90s. We are close to making it a reality. Within the last year, a committee was formed, and they are close to completion.
3. Work with HED and Higher Education Institutions (HEIs) to include bilingual/TESOL coursework in the standard teacher preparation curriculum.

Suppose we don't educate all general education teachers to work with our EL/ML populations. In that case, we will never eliminate biases. It is imperative we work together to educate our students. We are also partnering with higher education institutions to prioritize hiring faculty in Schools/Colleges of Education to teach courses in Spanish/Native American languages(s) for bilingual endorsement. Lastly, expand middle and high school career technical options to include bilingual education, so our students can join the workforce and be productive citizens.

In closing, please share what you learn at NMABE 2024 with your students and co-workers. If we don't share our knowledge, then it is just an idea in our heads lost forever. Most importantly, we continue to work and fight for all our students because they are our future—a future where our students value their ancestors, their language, their culture, and their education.

Sincerely,

Rosemary Carrasco

NMABE President

NMABE BOARD OF DIRECTORS



Rosemary Carrasco
President
Carlsbad Municipal Schools



Berlinda Begay
President-Elect
Central Consolidated Schools



Corina Alvarez
Vice-President
Las Cruces Public Schools



Cesar Rubio
Secretary
Albuquerque Public Schools



Jesús Moncada
Treasurer
Christine Duncan Charter School



Dr. Suzanne Jacquez Gorman
Past President
Santa Fe Public Schools

NMABE REPRESENTATIVES



Ina Montoya
Apache Representative



Mary Alice Martinez
Pueblo Representative



Carmelita Lee
Navajo Representative



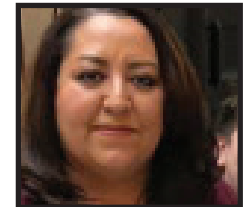
Santi Gutierrez
Member-at-Large
Clovis Municipal Schools



Jesse Winter
Parent Representative



José "Azul" Cortés
DLeNM Representative



Mayra Lucero
Bilingual and Multicultural
Education Advisory Council

NMABE STRATEGIC PLAN

- Bilingualism is an asset to be encouraged and promoted.
- Languages, cultures, and heritages should be preserved, maintained, and developed for all people in New Mexico.
- Respect for all languages and acceptance of diversity is essential for a healthy society.
- The teaching and learning of languages is vital for the education of all children.
- The most important tool for learning is the language(s) that the child brings to school.
- Focused professional development for stakeholders is vital for lifelong learning, understanding, and growth.



NMABE SLI

APRIL 4, 2024

Theme:

Exploring Our Connections and Roles in Land and Water Stewardship as Culturally and Linguistically Gifted Leaders

In Partnership With:

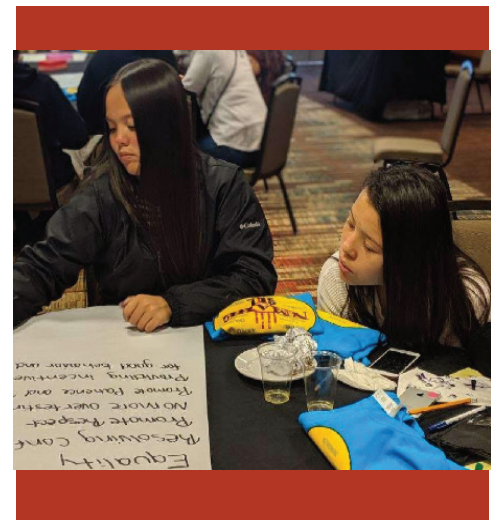


Leadership-based collaborative structures will be explicitly modeled and practiced!

Ratio of 1:8 adult mentors to youth leaders!

Focus on solutions confronting youth and families in their own communities!

Access to Bernalillo County internships and college recruiters.



CONFERENCE EVENTS

EVENTS CENTER

Foyer

7:00 a.m. - 5:00 p.m.

Thursday, April 4 - Saturday, April 6

Come find out what our exhibitors wish to share with you at the NMABE conference!

NMABE welcomes exhibitors and appreciates their displays and their support of teachers, administrators, and all conference participants.

Please spend time reviewing the excellent educational materials and arts they have to offer.

FIRST GENERAL SESSION

Sandia IV-VII

8:30 a.m. - 10:00 a.m.

Thursday, April 4

As NMABE opens the First General Session of the Conference, Dr. Berlinda Begay, NMABE President Elect will offer an Invocation and Ina Montoya, NMABE Apache Representative, a Land Acknowledgement.

Rosemary Carrasco, NMABE President, will lead us in the Pledge of Allegiance, will welcome guests and introduce the NMABE Board. Mary Alice Martinez, NMABE

Pueblo Representative will then introduce Representative Derrick J Lente who will offer welcoming remarks. Next, Dr. Elisabeth Valenzuela, NMABE Executive Director, will introduce Dr. Angela Valenzuela, who will present on Making Bilingual Education Policy Come Alive: The Power of our Cultura in the Third Space.

Closing out our session Jesse Winter, NMABE Parent Representative will introduce Adrian I Sandoval, CESDP Director and Platinum Sponsor who will say a few words.

LUNCH SESSION

Sandia IV-VIII

11:55 p.m. - 1:15 p.m.

Thursday, April 4

Dr. Jesús Moncada, NMABE Treasurer introduces Mayra Valtierrez, Director of Language and Culture Division, who will share updates and new initiatives on the state of Bilingual Multicultural Education in New Mexico. Then José Azul Cortés, DLeNM NMABE Representative will introduce this year's conference poster artist.

General Board meeting for all members will take place today, 4:05 p.m. - 4:35 p.m. Join NMABE Board of Directors as they share with the NMABE membership the status of the organization, financial reports, upcoming projects, and plans. As NMABE members, join the Board of Directors to learn more about NMABE and how you can become more involved!

SECOND GENERAL SESSION

Sandia IV-VIII

8:30 a.m. - 10:00 a.m.

Friday, April 5

NMABE Vice President, Corina Alvarez will welcome participants, sponsors and exhibitors as well as introduce Dr. Berlinda Begay, President Elect. Dr. Begay will introduce our first keynote speaker, Dr. Christine Sims, who will offer her keynote titled The Unfinished Business of NM Bilingual Education: A Call to Action! Then Carmelita Lee, NMABE Navajo Representative will introduce the panelists for the Book Talk, The Yazzie Case Building a Public Education System for Our Indigenous Future.

Closing out our session will be NMABE Secretary Cesar Rubio who will review the process for NMABE Board of Directors nominations.

NMABE HALL OF FAME AWARDS BANQUET

Sandia IV-VIII

5:30 p.m. - 7:00 p.m.

Friday, April 5

Join NMABE as it recognizes leaders from throughout New Mexico who have made significant contributions to the Bilingual Multicultural Education community. The annual NMABE Hall of Fame Awards is a long-standing tradition in New Mexico. You will have the opportunity to meet NMABE awardees, socialize with colleagues, and celebrate the community of bilingual educators and advocates!



Meet OUR TEAM!



RICHARD GUTIERREZ

Educational Consultant
505-385-0743
richard@worldclass.ed.me

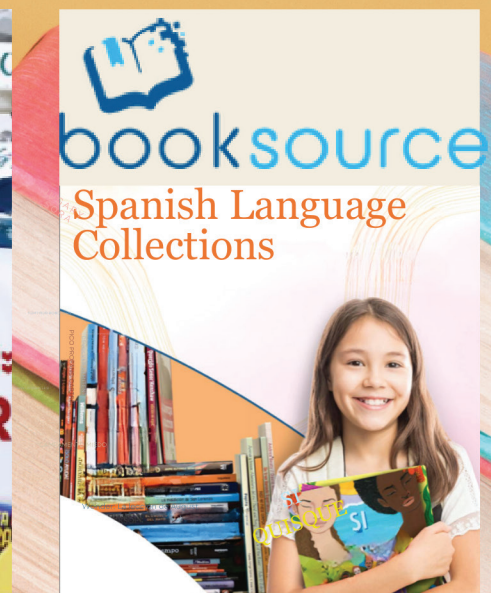
ANNIE NGUYEN

Educational Consultant
714-383-7688
annie@worldclass.ed.me

WRIEL CHAVIRA

Educational Consultant
505-615-6247
wriel@worldclass.ed.me

World Class ED is a team of independent educational consultants who prioritize providing high-quality and equitable resources and professional development from exemplary publishers for Dual Language and Bilingual Programs.



CONFERENCE EVENTS

THE PRESIDENTS' RECEPTION

Sandia IV-VIII

7:15 p.m. - 10:00 p.m.
Friday, April 5

Meet Rosemary Carrasco, NMABE President, Executive Board members and colleagues from across New Mexico at NMABE's Annual President's Reception. This event is great for networking! This year, the band, Second 2 Last sponsored by Dual Language Education of New Mexico, will entertain with songs for our conference attendees and their guests.



THIRD GENERAL SESSION

Sandia IV-VIII

8:30 a.m. - 9:10 a.m.
Saturday, April 6

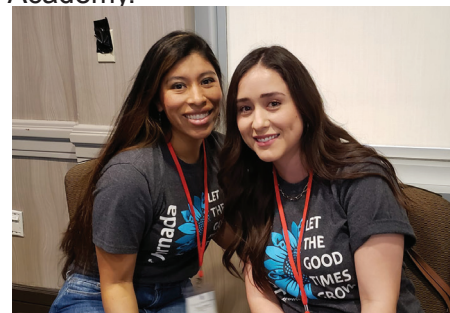
NMABE Member-at-Large, Santi Guterrez will welcome participants. Then NMABE BMEAC Representative, Mayra Lucero, will introduce Drs. Susana Ibarra Johnson, Minea Armijo Romero and Ms. Mishelle Jurado, who will offer the keynote on their forthcoming book, *Cultivating the Pedagogy of Translanguaging*.

CLOSING CEREMONY SESSION

Sandia IV-VIII

11:00 a.m. - 12:00 p.m.
Saturday, April 6

Join the NAMBE Board of Directors at the closing ceremony. We will close the conference with student performance to honor and celebrate New Mexico's rich cultural and linguistic heritage. The Jicarilla Song Dance—Dulce Independent School District and La Raspa and Las Perlitas—Christine Duncan's Heritage Academy.



PRESIDENTS RECEPTION & DANCE

Second 2 Last

DANCING IS OUR BUSINESS

Friday, April 5

7:15 p.m. - 10:00 p.m.

Introducing "Second 2 Last", an extraordinary dance band that wholeheartedly guarantees a dance floor experience filled with boundless enthusiasm. Monique's mesmerizing voice, with its unique blend of raspy and soothing tones, possesses the remarkable ability to seamlessly mashup your favorite songs at a moment's notice, leaving you uplifted to the core. The unstoppable rhythm, fueled by the contributions of Brandon and Thomas will captivate your senses and compel you to move with electrifying energy. And let's not forget Joe's impeccable guitar and melodies, effortlessly intertwining to create a night of pure, unadulterated joy and enchantment. Brace yourself for an unforgettable evening of music and merriment with lasting rhythms!



OPENING SESSION — THURSDAY, APRIL 4, 2024

INVOCATION

Dr. Berlinda Begay
NMABE President-Elect

PRESENTATION OF THE COLORS

GREETINGS AND WELCOME

Rosemary Carrasco
NMABE President

INTRODUCTION OF SPECIAL GUEST

Mary Alice Martinez
NMABE Pueblo Representative

INTRODUCTION OF KEYNOTE

Dr. Elisabeth Valenzuela
NMABE Executive Director

REPRESENTATIVE

Derrick J. Lente



MAKING BILINGUAL EDUCATION POLICY COME ALIVE: THE POWER OF OUR CULTURA IN THE THIRD SPACE

Dr. Angela Valenzuela

Angela Valenzuela, Ph.D., is a Professor in the Department of Educational Leadership & Policy at the University of Texas at Austin where she directs the Texas Center for Education Policy. She completed her Ph.D. in Sociology at Stanford University and is the author of the award-winning book, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (1999). She also founded a blog titled, *Educational Equity, Politics, and Policy in Texas*. Dr. Valenzuela serves as co-chair to the National LULAC Higher Education Committee and co-founder of Academia Cuauhtli, a partnership-based, community-anchored Saturday school serving elementary school children with district-wide Impacts in AISD. She also co-founded Black Brown Dialogues on Policy to encourage coalition building and solidarity across diverse alliances. She is highly published & regarded as among the top 200 scholars in education nationally by the 2024 Edu-Scholar Public Influence Rankings by the American Enterprise Institute.



CONCURRENT SESSIONS — THURSDAY, APRIL 4, 2024

Room	Session I • 10:20 a.m. – 11:50 a.m.
Ocotillo I	Dr. Angela Valenzuela • In Conversation with Dr. Angela Valenzuela
Ocotillo II	Nancy Herrera • Literacy For the Bilingual Brain in a Dual Language Classroom
Sandia I	Carlos Avila • New Mexico Funded Bilingual Multicultural Education Programs
Sandia II	Regina Washburn • It's Time to Bring Our Traditional Homes Back!
Sandia III	Dabi García • Singing Aca' pala: Affirming Land, Water and Languages in Acequia Communities
Sierra I	Rebecca Sánchez • In Our Own Image: Preserving and Promoting El Serie Tierra de Encanto for a New Generation of New Mexico's Children
Sierra II	Silvia Dorta-Duque de Reyes • Building Biliteracy: Implications and Applications of SOR for Biliteracy Instruction
Sierra III	Mary Alice Martínez • Pathways for the Seal of Biliteracy in Taos

CONCURRENT SESSIONS — THURSDAY, APRIL 4, 2024

Room	Session II • 1:20 p.m. – 2:35 p.m.
Ocotillio I	Dr. Berlinda Begay • Indigenous-Based Assessment Aligned with an Indigenous Curriculum
Ocotillio II	Evelyn Chávez • The Power of Affirming Identity
Sandia I	Heather Robertson-Devine • Authentic Spanish Literature: Dispelling the Myths & Embracing Sociocultural Competency
Sandia II	Julia Curley • Navajo Clan System
Sandia III	Anissa Baca • ALGE I – Young Women Leaders on the Importance of Acequia and Land Grant Education
Sierra I	Carlos LópezLeiva • Enlightenment through Shadows: Bilingual Children Wondering about Geometry
Sierra II	Anamaria Miramontes-Roquemore, Ph.D. • Dyslexia and the Bilingual Learner
Sierra III	Jennifer Gross • Using Jeopardy Lab and Kahoots
Agave Room	Catalina Block • Equity Councils & the Support Hub

Room	Session III • 2:40 p.m. – 3:55 p.m.
Ocotillio I	Natali Barreto Baca • Why AI in Bilingual Education?
Ocotillio II	Ana Granados • Creating a Culturally Responsive Classroom through Frida Kahlo's "Autorretratos"
Sandia I	Lucinda Dickie • Utilizing the Everyday Language
Sandia II	Natane V. Lim • Culture of Belonging: Why it Matters and How to Create it!
Sandia III	Jacobo Baca • ALGE II – Land Grant and Acequia Education: Promises of a New Future.
Sierra I	Joseph Moreno, Ph.D. • New Mexico Spanish
Sierra II	Dr. Comfort Pratt • Dual Language Teachers' Perceptions on the Development of the Maternal Languages of Emergent Bilinguals
Sierra III	Marvin Noguera • The Migrant Education Program: Supporting Students and Families'

THURSDAY, APRIL 4, 2024 • STUDENT LEADERSHIP INSTITUTE • 7:30 am - 4:00 pm

Exploring Our Connections and Roles in Land & Water Stewardship as Culturally and Linguistically Gifted Leaders

La Ventana Room

Adrian I. Sandoval | Director of the Center for the Education & Study of Diverse Populations (CESDP), New Mexico Highlands University

NMABE's Student Leadership Institute brings together linguistically and culturally diverse students to focus on issues of identity, leadership, policy, and the development of an asset-based perspective related to their diverse backgrounds. This year's NMABE SLI 2024 will begin with students exploring their perceptions and assumptions about what leadership is and how it can be operationalized. Students will network and focus on solutions-based activities around issues confronting youth and families in their own communities.

Presentation | Secondary: 6th-12th grades

In Conversation with Dr. Angela Valenzuela**Ocotillo I**

Dr. Angela Valenzuela | Professor Department of Educational Leadership & Policy, University of Texas at Austin

Join Dr. Valenzuela to continue the conversation from her keynote, Making Bilingual Education Policy Come Alive: The Power of our Cultura in the Third Space. This session will allow participants to engage in a dialogue with Dr. Valenzuela on the ways in which educators can work toward ensuring that policy is enacted in equitable ways that reach all our students.

Dialogue/Conversation | K-12: applicable across grade levels

Literacy For the Bilingual Brain in a Dual Language Classroom**Ocotillo II**

Nancy Herrera | National Dual Language Educational Consultant, Pacific Learning

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

Presentaion | Elementary: 1st-5th grades

New Mexico Funded Bilingual Multicultural Education Programs**Sandia I**

Carlos Avila | Bilingual Multicultural Education Program Specialist, NMPED

This presentation will discuss the different components and procedures utilized to ensure that New Mexico state-funded Bilingual Multicultural Education Programs (BMEPs) best serve students and school communities while meeting the requirements of the Bilingual Multicultural Education Act and state regulations.

Presentaion | K-12: applicable across grade levels

It's Time to Bring Our Traditinoal Homes Back!**Sandia II**

Regina Washburn | Heritage Language teacher, Kirtland Elementary/ CCSD

In this session, I will share the importance of our traditional male and female hogan—the traditional teaching about the home that has sustained us in our lives from childhood to old age. Then, learn how to incorporate shapes and texture in heritage language. We will use shapes and texture words to build traditional and contemporary homes today. We will be working in small groups. I will have handouts that can be used in your classrooms.

Workshop (hands-on) | K-12: applicable across grade levels

Singing Aca' pala: Affirming Land, Water and Languages in Acequia Communities.**Sandia III**

Dabi García | Promotor Cultural de Acequias, New Mexico Acequia Association

¡Agua es vida! Water is life is commonly heard in the arid high mountain deserts of the Southwest. The musical arts have been an important source of inspiration within the growing acequia movement in New Mexico. This talk will be a testimonio of the work I have collaboratively created with members of the New Mexico Acequia Association since 2009. I will also speak to how this song aligns with the goals of the ALGE project. It will include descriptions and significance of the Canción de las Acequias as a movement song, which was co-written as a choreographed dance and used to teach young children to affirm the local culture and Spanish language and the significance of the acequia. This talk will address how the song structures curriculum topics as well as the campaign to get a recording of it played on local radio stations as a means for popular education.

Presentaion | K-12: applicable across grade levels

In Our Own Image: Preserving and Promoting El Serie Tierra de Encanto for a New Generation of New Mexico's Children**Sierra I**

Rebecca Sánchez | Professor, University of New Mexico

Mia Sosa-Provencio and Vanessa Herrera Delcid: Associate Professor & Student, UNM

In the 1960-1970s many worked to improve bilingual education in NM. Dr. M. Dolores Gonzales at UNM developed an institute to create culturally relevant Spanish language materials for use in bilingual classrooms. Unlike purchased materials developed in other Spanish speaking areas, these materials utilized regionally appropriate language and images. Participants in the Instituto de Entrenamiento para Especialistas en Preparación de Materiales Didácticos en Español authored the Tierra de Encanto Series. This workshop will highlight the effort of a UNM team to digitize and preserve the books, available via a private collection. Digitizing these books is one gesture toward documenting the linguistic heritage of NM and the collective policy changing efforts to strengthen bilingualism in our state. This interactive workshop will provide access to the UNM copyrighted books: Rayitos de Sol, Cielo Azul, Granitos de Arena, A La Sombra de un Piñón, A La Puesta del Sol, and A La Luz de los Faroles. Teachers will consider how to utilize the materials in classrooms so a new generation of students can learn from them. The books are an important part of the history of bilingual education in NM and exemplify the long policy struggle to create culturally and linguistically appropriate materials.

Workshop (hands-on) | K-12: applicable across grade levels

Building Biliteracy: Implications and Applications of SOR for Biliteracy Instruction

Sierra II

Silvia Dorta-Duque de Reyes | National Biliteracy Consultant, Benchmark Education

When providing a solid foundation for biliteracy is critical that we understand the relationship between thinking, oracy, and language. Learning to read in two languages is a joyful and powerful endeavor for both teachers and students. We will review and discuss implications of current research relating to literacy and biliteracy. Together we will gain understanding of the similarities and differences between teaching literacy to native speakers of English and of Emerging Bilingual students. We will engage in literacy activities/strategies that will demonstrate effective and ineffective literacy practices in multilingual contexts. Revitalize and invigorate your teaching as you learn effective research-based strategies that address literacy skills common to both the English and Spanish languages as well as language specific skills unique to each language.

Workshop (hands-on) | Elementary 1st-5th grades

Pathways for the Seal of Biliteracy in Taos

Sierra III

Mary Alice Martinez | Tiwa Language Coordinator, Taos Pueblo Tiwa Language Program

Laura DuMond Kerr | Spanish Teacher in Heritage Language Program, Taos High School

We will focus on the two different pathways we have developed for the Seal of Biliteracy at Taos High School in Tiwa and Spanish. The Tiwa Language Program Coordinator, Mary Alice Martinez, will present the criteria that is used in preparing their Tiwa language students to receive the Seal of Biliteracy. The pathway to obtain the Seal of Biliteracy for Taos Pueblo Tiwa language is based on the students' understanding of their Tiwa cultural knowledge and heritage language. Each tribal and pueblo nation in the state of New Mexico has their own criteria for native students. Laura DuMond Kerr will present an 8-week process through which students develop literacy and higher-level thinking skills as they prepare for their portfolio presentation to obtain the Seal of Biliteracy in Spanish. We will each discuss the benefits of these different pathways for our students as they build cultural knowledge and develop their heritage language.

Presentation | Secondary: 6th-12th grades

Indigenous-Based Assessment Aligned with an Indigenous Curriculum

Ocotillo I

Dr. Berlinda Begay | Bilingual Multicultural Education Coordinator, Central Consolidated Schools

Cheryl Benally: Bilingual Coordinator, Central Consolidated

Central Consolidated Schools' Navajo Heritage and Dual Language Program created a unique curriculum based on our seasons, as the seasons govern our Navajo process and protocols within our society. The curriculum is thematic, and the assessments being developed are for common formative and summative assessments that are aligned with the themes. When assessments are aligned to the curriculum, language and comprehension growth is more relevant and effective. This session will share this initiative at Central Consolidated Schools.

Presentation | K-12 applicable across grade levels

The Power of Affirming Identity

Ocotillo II

Evelyn Chávez | Project Coordinator, Dual Language Education of New Mexico

Affirming student identity is foundational to building culturally and linguistically responsive schools that support students' academic success and community engagement. When students see themselves in the curriculum and develop a sense of purpose, they take ownership of their learning. Join us in an interactive session where we will reflect on our identities, discuss ways to validate students' cultural and linguistic identities, and leave with additional resources to support instruction and share with educators.

Workshop (hands-on) | K-12: applicable across grade levels

Authentic Spanish Literature: Dispelling the Myths & Embracing Sociocultural Competency

Sandia I

Heather Robertson-Devine | President, Books del Sur

Paz Corral Yagnam Editorial Zig-Zag, Jefa de Proyectos de Literatura

Authentic Spanish literature is critical for dual language programs to reach the three pillars of dual language because it promotes rigor, bilingualism and biliteracy, and sociocultural competency. However, it's different. It's different from what our English counterparts are using. It's hard to find. It has also changed tremendously in the past 20 years. We will share examples of authentic Spanish literature from publishers all over the world and help you find what you have been looking for!

Workshop (hands-on) | Elementary: 1st-5th grades

Navajo Clan System

Sandia II

Julia Curley | Navajo Clan System, Central Consolidated School District

In this session, you will learn about the Navajo Clan system. You will learn how the clans came to be, how they work in Navajo society and engage in interactive activities using the clan system.

Workshop (hands-on) | Secondary 6th-12th grades

ALGE I – Young Women Leaders on the importance of Acequia and Land Grant Education

Sandia III

Anissa Baca | Chair, University of New Mexico - Land Grant Studies Program

Olivia Romo, Tatyana Trujillo /, Anissa Baca | CESSOS, UNM Land Grant Studies Program

Women enjoyed social and civil autonomy under Spain and Mexico that was subdued when the United States took the southwest. Both their legal rights to own property and their role in the public sphere were threatened by American legal and social norms. But modern acequia and land grant activism has seen a renaissance in women's leadership in local, regional and state organizations. Romo, Trujillo, and Baca will share their work in education, outreach, and activism in acequia and land grant communities. They will reflect on their collaboration with land grants and acequias, empowering the next generation of leaders and encouraging young women to retake their place in the governance of traditional communities.

Presentation | Secondary: 6th-12th grades

Enlightenment through Shadows: Bilingual Children Wondering about Geometry

Sierra I

Carlos LópezLeiva | Associate Professor, University of New Mexico

This session describes the brilliance of a group of bilingual first graders in a two-way program exploring the concept of geometric shapes through shadows. We present our experiences facilitating this work and share data on how assemblages of wonder formed among children, objects, their shadows, and adults embedded in the process of physically and discursively making sense of shapes. Our perspective focused on "wonder" is understood as the "liminal condition, suspended in a threshold between knowing and unknowing, that prevents wonder from being wholly contained or recuperated as knowledge, and thus affords an opening onto the new" (McLure, 2013, p. 228). This exploration took place with 41 children, two classroom teachers, and three members from the university. The unit focused on geometric shapes. Sessions were videotaped and analyzed by focusing on moments of "wonder". The analysis of our research focuses on the "telling" (Coles & Sinclair, 2019) of events in the classroom (García et al., 2017) that present the process of wonder that we engaged in by expressing and animating geometric shapes through shadows. Implications for classroom teaching will be discussed.

Presentation | Elementary 1st-5th grades

Dyslexia and the Bilingual Learner

Sierra II

Anamaria Miramontes-Roquemore, Ph.D. | Educator and Researcher, Carlsbad Municipal Schools

How do you determine if language acquisition is delayed due to second language acquisition issues, or if the learner is dyslexic. Common errors in determining services for second language learners when Dyslexia is not remedied. Common issues and how the classroom teacher can lead the testing process request.

Workshop (hands-on) | K-12: applicable across grade levels

Using Jeopardy Lab and Kahoots

Sierra III

Jennifer Gross | Heritage Teacher, Ojo Amarillo Elementary School

In this session, learners/teachers will learn how to use Jeopardy Lab and Kahoots, a communication tool that enables its users to get a message across instantly shareable videos and both traditional and online learning environments, and as a tool to encourage student collaboration and provide a virtual bulletin board for students to collaborate on classroom assignments, share resources, and organize related course content.

Presentation | K-12: applicable across grade levels

Equity Councils & the Support Hub

Agave Room

Catalina Block | Multicultural Education Specialist, NMPED Language and Culture Division

This session will provide background, updates, and next steps, centered on equity challenges, building skills and knowledge, and catalyzing local actions focused on equity within Equity Councils and the Equity Council Support Hub.

Presentation | K-12: applicable across grade levels

Why AI in Bilingual Education?

Ocotillio I

Natali Barreto Baca | Bilingual Teacher, Truman Middle School, Albuquerque Public Schools

Margaret Keen: Math Teacher, Truman Middle School, Albuquerque Public Schools

AI offers an exciting opportunity to transform bilingual education. By attending this presentation, you'll discover how AI can: create interactive and engaging language learning experiences for students, utilize AI-powered augmented reality tools for immersive learning in STEM fields, implement AR (Augmented Reality) and VR (Virtual Reality) to visualize 3D models and simulate experiments, personalize learning experiences with AI algorithms that adapt to students' learning styles and preferences, and power robots and autonomous systems for educational purposes.

Presentation | Secondary: 6th-12th grades

Creating a Culturally Responsive Classroom through Frida Kahlo's "Autorretratos"

Ocotillio II

Ana Granados | Education Specialist, LCPS Head Start

Mireya Gonzalez: 1st Grade Teacher, LCPS Head Start

"Pinto autorretratos porque estoy mucho tiempo sola. Me pinto a mí misma porque soy a quien mejor conozco."- Frida Kahlo. This session will go into detail about a Frida Kahlo-themed unit developed to create awareness of middle school students' own identity by creating their own self-portraits (autorretratos) using symbolism to describe their feelings, beliefs, and desires, paired with poetry writing and a deep analysis of the symbolism behind Kahlo's paintings. Students discover their own identities, making this unit relevant to their culture and meaningful to their own learning and growth. Although the focus is on middle school students, an example of how an elementary school teacher successfully transformed and applied the lesson to accommodate first-grade students will be included. Resources for implementation of the lesson will be provided to participants who attend the session.

Workshop (hands-on) | K-12: applicable across grade levels

Utilizing the Everyday Language

Sandia I

Lucinda Dickie | Heritage Language Teacher - K - 5th grade, Nizhoni Elementary School/Heritage Language

Trina Mailboy and Tavish Brown Heritage Language Teachers, Nizhoni Elementary School/Heritage Language

This presentation will demonstrate how to engage learners in everyday language use through hands-on and oral activities. Participants will learn how to utilize TPR, singing, and concentration games (e.g., the Navajo Stick Game) to teach the Navajo language.

Presentation with hands-on and oral activities | Elementary 1st-5th grades

Culture of Belonging: Why it Matters and How to Create it!

Sandia II

Natane V. Lim | Project Manager, Embracing Equity

In this interactive session, you will get to experience for yourself what a culture of belonging feels like. In these times, how do we create a shared sense of wholeness/well-being? What can schools and teams do to take bold action to move forward together? Participants will walk away from this session with ways of working that support and hold each team member compassionately accountable to a connected culture in order to have a positive impact on the students you teach. This session will also help support you in creating a classroom that students feel they belong to. We will be learning by doing and you will leave this session with concrete ways to apply this knowledge to your unique context and community.

ALGE II – Land Grant and Acequia Education: Promises of a New Future.

Sandia III

Jacobo Baca | Chair, University of New Mexico - Land Grant Studies Program

Dr. Ricardo Dow y Anaya /Joaquín T. Argüello de Jesús: CESSOS, UNM Land Grant Studies Program

Land grants and acequias are among New Mexico's traditional communities that face pressures of gentrification and displacement. Since the territorial era, traditional knowledge was maligned in favor of industrialized education that forced assimilation and questioned the values that sustained our communities for generations. Dow y Anaya, Argüello de Jesús, and Baca will share how acequia and land grant education can offer a decolonial alternative to traditional educational models, blending traditional knowledge with the mandates of institutionalized education. Their collective decades of experience in primary, secondary and higher education inform their perspectives on how to transform education to serve land grant and acequia communities.

Presentation | K-20: applicable across grade levels

New Mexico Spanish

Sierra I

Joseph Moreno, Ph.D. | Metro Center Director/ Per course instructor, NMHU

This interactive lecture presents a look at the Spanish dialect of northern New Mexico. This content surveys the history of New Mexico and analyzes how events shaped and molded the language into its own distinct form. Influences discussed include Nahuatl, northern Mexico dialects, Rio Grande Pueblos, Anglo-Americans and English, and Pachquismos. In addition, Dr. Moreno discusses how New Mexico Spanish displays elements of code-switching, translanguaging, and language ideology and how these impact identity formation and assertion of that identity in relation to other ethnic and racial groups in the greater New Mexico region.

Presentation | K-16th

Dual Language Teachers' Perceptions on the Development of the Maternal Languages of Emergent Bilinguals

Sierra II

Dr. Comfort Pratt | Associate Professor and Program Coordinator of M.Ed. in Bilingual Education & ESL, Texas Tech University

The critical need for the development of emergent bilinguals' maternal languages cannot be underestimated. While it is important that they maintain knowledge of their maternal languages for biliteracy, that knowledge is also crucial for the acquisition of the English language, as evidenced by the Common Underlying Proficiency model developed by James Cummins (1981), which explains that the knowledge and skills acquired in one language can transfer to another language and support language development and academic achievement in both languages. A plethora of studies have emphasized the need for maternal language education for pre-service bilingual teachers, as their proficiency levels have been questioned for many decades due to evidence from certification exams and instructional challenges. However, the problem continues to persist, because there is still a lacuna in the literature due to a dearth of studies on in-service teachers' linguistic competencies. This research study surveyed 19 in-service Spanish-English dual language teachers who have master's degrees in bilingual education or are currently pursuing their master's degrees, to ascertain their perceptions of their ability to provide the required education for the development of their students' maternal language. The findings revealed important data and critical tools for effective advocacy and decisive paths forward.

Presentation | K-12: applicable across grade levels

The Migrant Education Program: Supporting Students and Families

Sierra III

Marvin Noguera | Deputy Director- Language and Culture Division, NM PED

The Migrant Education Program is a federally funded support for migratory children and their families to overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school. Given New Mexico's population and geography, a substantial number of students in the Migrant Education Program qualify for other services, including protections as EL students.

This session will explore how the Migrant Education Program can support multilingual students and how to guide students toward using this resource.

Presentation | K-12: applicable across grade levels



MORE Effective Dual Language Immersion

Avant MORE Learning's MEDLI team supports DLI programs of all types with assessment, instructional support, coaching, and professional learning. Our expert DLI team has first-hand experience in developing and growing programs at each stage.

Visit: avantassessment.com/medli
Email: morelearning@avantassessment.com

Meet the MEDLI Team



Dawn Samples
Director for Professional Learning



Brandee Mau
DLI Specialist



Kathy Duran
Professional Learning Specialist

MEDLI is a global initiative with a mission to fulfill the promise of DLI to create a world where every child is multilingual



GREETINGS AND WELCOME

Corina Alvarez

NMABE Vice President

INTRODUCTION OF KEYNOTE

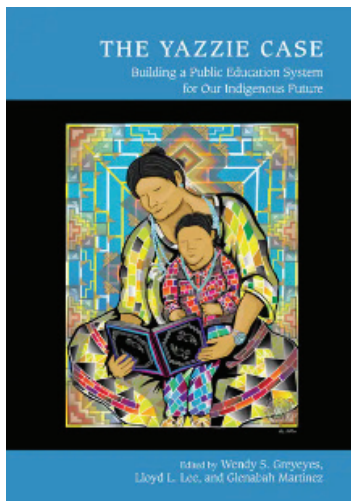
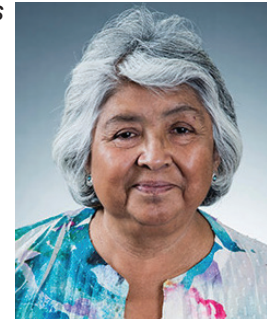
Dr. Berlinda Begay

NMABE President Elect

THE UNFINISHED BUSINESS OF NM BILINGUAL EDUCATION: A CALL TO ACTION!

Dr. Christine Sims

Dr. Christine Sims is from Acoma Pueblo and is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies in the College of Education & Human Sciences at the University of New Mexico. She is also the Director of the American Indian Language Policy Research & Teacher Training Center, which she established in 2008. She completed her doctoral work at the University of California at Berkeley, focusing on issues of heritage language maintenance and revitalization among American Indian tribes. Her scholarly work includes numerous publications regarding the critical socio-cultural foundations for oral-based Indigenous languages, the implications for teaching Indigenous languages in community and school-based contexts, teaching Pueblo Indian languages, and most recently, she has testified before U.S. Congressional Committees, including twice before the U.S. Senate Committee on Indian Affairs, on efforts to maintain and revitalize Native languages and the U.S. House of Representatives Committee on Education and the Workforce during field hearings conducted in New Mexico. She has served as an expert witness and advocate during many state legislative sessions where critical issues of Native language teacher certification, Native language teacher salary parity, and other bilingual issues affecting New Mexico's Indigenous languages have been discussed and legislated. She has given numerous keynote presentations about Indigenous language issues at national, state, and regional conferences, and internationally in Brazil, Guatemala, and Mexico.



A BOOK TALK-THE YAZZIE CASE: BUILDING A PUBLIC EDUCATION SYSTEM OF OUR INDIGENOUS FUTURE

Wilhelmina Yazzie, Dr. Natalie Martinez, Dr. Shiv Desai,
Dr. Glenabah Martinez, and Dr. Lloyd L. Lee

In this superb collection of essays, the contributors cover the background and significance of the lawsuit and its impact on racial and social politics. The Yazzie Case provides essential reading for educators, policy analysts, attorneys, professors, and students to understand the historically entrenched racism and colonial barriers impacting all Native American students in New Mexico's public schools. It constructs a new vision and calls for transformational change to resolve the systemic challenges plaguing Native American students in New Mexico's public education system.

FRIDAY, APRIL 5, 2024 • EXTENDED SESSION • 7:30 am - 4:00 pm

Native American Languages Forum: Policies Supporting and Protecting Native Languages

La Ventana Room

New Mexico Tribal Language Consortium

The forum will focus on state policies, i.e., the Indian Education Act, the Bilingual Multicultural Education Act, and the Bilingual Biliiteracy Seal, that have been legislated in NM to support Native language instruction. The presentations will illustrate how these state policies/laws have been interpreted and implemented in the schools and tribes. With time permitting, we will reference federal policies that also support our Indigenous languages. NMTLC members and other advocates of Native languages will share their experiences and examples of how policies have been enacted at local levels.

Workshop (hands-on) | Secondary: 6th-12th grades

CONCURRENT SESSIONS — FRIDAY, APRIL 5, 2024

Room	Session IV • 10:15 a.m. – 11:45 a.m.
Ocotillo I	Dr. Marco Martinez • Discourse in Development of Academic Literacy in Mathematics with Technology
Ocotillo II	Mishelle Jurado • Enhancing Bilingual Competencies in New Mexico: A Community Conversation
Sandia I	Adrian Sandoval • Bilingual-Multicultural Education: Creating Space for Student, Family, and Community Voices
Sandia II	Laura Trimble • The Superpower for Accelerating Student Outcomes Through Highly Effective Partnerships With ALL Families
Sandia III	Carlos Aceves • Math, Metaphor, and the Natural Way: Constructing an Ecological Consciousness in Elementary Education
Sandia IV	Wilhelmina Yazzie • The Yazzie Case
Sierra I	Dabi García • Nueva Música de Agua y Tierra: Composing New Music Based on Our Land-Based Traditions
Sierra II	Valerie Gomez • Learning Through Excursions
Sierra III	Marvin Nogueta • Title III: Improving the Academic Achievement of English Language Learners

SPANISH READING PROGRAMS



Essential Components of Reading Instruction



El Sistema de la Intervención de Lectura



CONCURRENT SESSIONS — FRIDAY, APRIL 5, 2024

Room	Session V • 1:20 p.m. – 2:35 p.m.
Ocotillio I	Eric Romero Ph.D. • Las Cabanuelas: Prognóstico y Planificación en el Campo y la Escuela
Ocotillio II	Brenda Arellano • Scaffolded Writing Instruction for New Mexico English Learner Students in Middle Grades: The Write to Succeed Professional Learning Project
Sandia I	Ana Granados • Critical Literacy in the Classroom through Mentor Texts
Sandia II	Adriana Quiroz • A Successful Bilingual Program, Therefore, a Successful Testing Session for Access at the Secondary Level
Sandia III	Adrian Sandoval • Place-Based ALGE Curricula Development: Educators Partnering with Community Members and Students to Create Authentic/Relevant Student Learning
Sierra I	Seonsook Park • Bilingual Multicultural Education District Toolkit: A Partnership and Collaborative Project Between West Las Vegas School and New Mexico Highlands University
Sierra II	Mia Sosa-Provencio • Serna v. Portales (1974) Codifying Bilingual Education in New Mexico: Engaging Oral History to Meet Today's New and Enduring Challenges
Sierra III	Anita Hernández • Teaching Cognates/Cognados: Enhancing Your Vocabulary Instruction and Curriculum

Room	Session VI • 2:40 p.m. – 3:55 p.m.
Ocotillio I	Roberto Salas • Equity in the Mathematics Classroom
Ocotillio II	Laura DuMond Kerr • A Journey in Storytelling
Sandia I	Lisa Meyer • One of the Challenges with Math is English
Sandia II	Adriana Cardenas • NMSU C&I Panel: Transborder and Trans-Linguistic Visual Inquiries
Sandia III	Armando Garza Ayala • What are We Waiting for? Fostering Multicultural/Multilingual Education Through the Implementation of Translanguaging Pedagogies in New Mexico
Sierra I	Susana Ibarra Johnson • Let's Be Positive Interrupters! Advocate for Full Implementation of the Bilingual Multicultural Education Act for Student Equity.
Sierra II	Dr. Elsy Diaz • Advanced Program Level Micro-Credentials for Licensure Advancement
Sierra III	Monica Nuñez • Educator Evaluations

Discourse in Development of Academic Literacy in Mathematics with Technology

Ocotillo I

Dr. Marco Martinez | Teacher, Bernalillo Public Schools

Laura Corral | Director of Language, Culture, and Family Engagement, Bernalillo Public Schools

The discourse in the development of academic literacy in mathematics with technology is essential to include the eight mathematical practices to improve mathematical proficiency. The use of smart pens and screencasts in this development allows students to use their native language to own the construction of knowledge. Creating a space where students can collaborate and review the solution of problems to reinforce the concepts they are learning and the connections with prior knowledge is the foundation for learning further topics in the mathematics classroom and their relationship with other subjects in school.

Workshop (hands-on) | 6-12th grades

Enhancing Bilingual Competencies in New Mexico: A Community Conversation

Ocotillo II

Mishelle Jurado | Biliteracy Coach, MA Jurado Coaching and Consulting

Dr. Berlinda Begay: Coordinator of Intercultural Education, Central Consolidated

Join us for an engaging community talk on bilingual competencies in the state of New Mexico, focusing on diverse pathways for teacher licensure. This conversation delves into distinct routes for obtaining a bilingual endorsement, catering to Indigenous teachers, general education instructors, and educators in languages other than Spanish or Native American languages. We recognize the rich linguistic tapestry of our state and aim to create inclusive pathways for all educators.

Presentation | K-12: applicable across grade levels

Bilingual-Multicultural Education: Creating Space for Student, Family, and Community Voices

Sandia I

Adrian Sandoval | Director of the Center for the Education & Study of Diverse Populations (CESDP), NMHU

Tamara Kumbalek: Associate Director, The Center for the Education & Study of Diverse Populations (CESDP), New Mexico Highlands

School communities, families, and students are valuable resources for the continued growth of Bilingual-Multicultural Education. CESDP will share with participants the strategies used to harness student and family voices to inform asset-based program development and the outcomes identified while carrying out the Bilingual-Multicultural Education 50th Anniversary Listening Tour. Participants will then engage in those strategies as a means to build capacity in their own schools and districts.

Interactive Presentation | K-12: applicable across grade levels

The Superpower for Accelerating Student Outcomes Through Highly Effective Partnerships With ALL Families

Sandia II

Laura Trimble | Talking Points

Schools and districts are continuously striving to improve achievement and meet the diverse needs of students. However, many struggle with how best to leverage effective family-school partnerships as a critical strategy for achieving strategic plan goals and systematically addressing persistent achievement and opportunity gaps. In this session, Ari Gerzon-Kessler, a leader from the Boulder Valley School District and author of *On the Same Team: Bringing Educators and Underrepresented Families Together*, and Laura Trimble, the New Mexico Account Executive at TalkingPoints, will share practical and actionable strategies for tapping into the power of school-family partnerships as a critical improvement strategy. Attendees will hear how Families and Educators Together (FET) teams have been successfully implemented as an intentional strategy for boosting student outcomes, and how districts can scale and amplify successful practices and streamline staff workload and training needs using accessible technology.

Presentation | Elementary: 1st-5th grades

Math, Metaphor, and the Natural Way: Constructing an Ecological Consciousness in Elementary education

Sandia III

Carlos Aceves | Bilingual Teacher, Raices del Saber Xinachtli Community School

Roberto Moctezuma: Bilingual Teacher/Parent, Raices del Saber Xinachtli Community School

We have arrived at a critical moment in our relationship with Nature. Children need new lenses to view the environment and learn to construct a relationship in balance with the Earth. Through the Xinachtli Project implemented at our school, they learn ecology through mathematical concepts that integrate metaphor with natural phenomenon and foster strong academic skills as they learn a base-20 system in addition to base-10 standards. Embedded in Xinachtli mathematics is a cosmogony whose simplicity encourages positive identity and self-esteem and critical, higher-order thinking skills. Xinachtli is a Nahuatl word expressing the moment when a seed sprouts and is no longer a seed and not yet a plant, a space of infinite possibilities.

Workshop (hands-on) | Elementary: 1 - 5th Grades

The Yazzie Case**Sandia VI**

Wilhelmina Yazzie, Drs. Natalie Martinez, Shiv Desal, Glenabah Martinez, Lloyd L. Lee, and Christine Sims
Join Wilhelmina Yazzie, Drs. Natalie Martinez, Shiv Desal, Glenabah Martinez, Lloyd L. Lee, and Christine Sims to continue the conversation on the significance and implications of the Yazzie Case. Participants will be able to converse with the panelists about their vision for transformational change that resolves the systemic challenges plaguing Native American students in New Mexico's public schools.

Interactive Dialogue | K-12: applicable across grade levels

Nueva Música de Agua y Tierra: Composing New Music Based on Our Land-Based Traditions**Sierra I**

Dabi García | Promotor Cultural de Acequias, New Mexico Acequia Association

Participants will be able to experience new songs that can be used with students of land-based cultures related directly with acequias, agriculture, and the Spanish language of New Mexico. The presenter will sing excerpts of the songs and describe the difference between "canción," "corrido," "Indita," and "alabanza" musical styles. Participants will learn how to create their own songs to be used in the classroom. Active participation by attendees will be required.

Workshop (hands-on) | K-12: applicable across grade levels

Learning Through Excursions**Sierra II**

Valerie Gomez | 4th grade teacher, Dulce Elementary School/Dulce Independent Schools District

Karl Emens | 4th grade teacher, Dulce Elementary School/Dulce Independent Schools District

Dr. Cherry Malaque | Assistant Principal and Pre-K Administrator, Dulce Elementary School/Dulce Independent Schools District

Educational excursions are essential learning tools for students to get immersion, connectivity, and engagement in social studies, science, language arts, and mathematic concepts that go beyond the pages of books. Researchers have investigated knowledge gain and learning occurred during field trips or excursions (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner -MacLean & Kennedy, 2007). Field trips or excursions with educational intent proved to be beneficial in gaining experiential learning of ideas, concepts, and subject matter (Krepel and Duval, 1981). Dulce Elementary School 4th grade PLC (Professional Learning Community) will present a two-year framework on how culturally relevant excursions are facilitated within district policies and anchored on NMPED's expectations and standards outlined in the New Mexico Instructional Scope and Sequence. Fourth grade students will speak of their experiences and impacts on their motivation to learn and engage in curricular subject matter and life in general. This initiative is an effort to advocate for all students as stipulated in the Yazzie -Martinez case. This is the DULCE way!

Presentation | K-12: applicable across grade levels

Title III: Improving the Academic Achievement of English Language Learners**Sierra III**

Marvin Noguera | Deputy Director, NM PED

This session will provide an overview of the use of Title III and how it can be leveraged to support the achievement of English language learners. Additionally, this session will touch on the subgrant's use toward supporting teacher development toward strengthening strategies for EL instruction.

Presentation | K-12: applicable across grade levels

Las Cabanuelas: Prognóstico y Planificación en el Campo y la Escuela**Ocotillio I**

Eric Romero Ph.D. | Faculty, New Mexico Highlands University

The presentation will describe the traditional weather forecasting formula that informs ranching and agricultural planning in rural communities. This ancient cultural practice is accompanied with rich local knowledge and language practices. The presenter will share project activities and linguistic and culturally relevant curriculum resources that can be incorporated into multilevel classroom instruction.

Presentation | K-12: applicable across grade levels

Scaffolded Writing Instruction for New Mexico English Learner Students in Middle Grades: The Write to Succeed Professional Learning Project

Ocotillo II

Brenda Arellano | Southwest English Learner Literacy (SWELL) Partnership Senior Advisor, REL Southwest
Renee Byrum Middle School Instructional Coach, Rio Rancho Public Schools

Interested in effective ways to scaffold writing instruction while attending to the diverse language needs and cultural backgrounds of your English learner students? Join us to learn about a professional learning (PL) program—Write to Succeed—that helps teachers use evidence-based approaches to scaffold writing instruction and develop English proficiency for English learner students in Grades 4-8. Supporting equitable educational opportunities for English learner students is a high priority for educators across New Mexico, and writing skills is a critical area for English learner students to develop so that they can both access and demonstrate content knowledge as they progress through upper elementary and middle school. During this presentation, staff from Regional Educational Laboratory Southwest and two instructional coaches from Rio Rancho Schools will review and model instructional routines from Write to Succeed. We will discuss how teachers can integrate those routines within any curriculum and in instructional units in any content area. We also will share insights from coaches and teachers who are currently implementing the PL in their own school districts. Participants will leave with resources from the PL that they can use with students in their schools.

Presentation | Elementary: 1st-5th grades

Critical Literacy in the Classroom through Mentor Texts

Sandia I

Ana Granados | Education Specialist, LCPS Head Start

“Critical literacy encourages readers to examine different texts to uncover the underlying messages about power relationships” (Hernandez & Montelongo, 2013). Empowering students at a young age with critical literacy opportunities by exposing them to culturally rich texts will allow them to become critical thinkers. To put critical literacy into action, we as teachers need to be providing our students with culturally relevant mentor texts.

Presentation | Early Childhood: Preschool-1st grade

A Successful Bilingual Program: Successful Testing Session for Access at the Secondary Level

Sandia II

Adriana Quiroz | Teacher Clovis High School Freshman Academy

At CHSFA, we have a high rate of improvement from one year to another in the WIDA Access 2.0 scores among our 9th graders: 97% of tested kids showed improvement from 2022-2023, 93% of tested kids showed improvement from 2021-2022. Part of our success is primarily due to the support and involvement of our administrators and teachers, as well as training our kids to improve their performance during the WIDA Access. In this presentation we will share strategies used to support our students.

Interactive Dialogue | Secondary: 6th-12th grades

Place-Based ALGE Curricula Development: Educators Partnering With Community Members and Students to Create Authentic/Relevant Student Learning

Sandia III

Adrian Sandoval | Director of the Center for the Education & Study of Diverse Populations (CESDP), NMHU

Tamara Kumbalek: Associate Director, The Center for the Education & Study of Diverse Populations (CESDP), NMHU

The Acequia and Land Grant Education (ALGE) Project merges place-based, water, and land education with standards across all content areas and all grade levels to support students to engage in historically, culturally, and linguistically relevant learning. Participants will be introduced to how New Mexico’s Acequia and Land Grant learning communities are working collectively with community leaders and students to develop meaningful lesson that reconnect students to place and community. Besides networking, participants will engage in brainstorming their own ALGE learning goals and creating action plans for implementing land and water learning in their schools.

Interactive Presentation | K-12: applicable across grade levels

Bilingual Multicultural Education District Toolkit: A Partnership and Collaborative Project Between West Las Vegas School and New Mexico Highlands University

Sierra I

Seonsook Park | Professor, New Mexico Highlands University

This presentation will describe the partnership between the West Las Vegas School District and New Mexico Highlands University’s School of Education (SOE). Over two years, the SOE will support WLVS in becoming a model bilingual multicultural Pre-K through 12th-grade school district. Participants will hear from the three WLVS bilingual teachers who have participated in the planning, curriculum development, and implementation of a heritage language program that centers on the Spanish language, culture, history, and traditions of Northern New Mexico.

Presentation | K-12: applicable across grade levels

Serna v. Portales (1974) Codifying Bilingual Education in New Mexico: Engaging Oral History to Meet Today's New and Enduring Challenges

Sierra II

Mia Sosa-Provencio | Associate Professor Teacher Education, University of New Mexico

Rebecca Sanchez | Professor, University of New Mexico

Vanessa Herrera Delcid | Student, University of New Mexico

Serna v. Portales (1974) was a legal victory protecting and codifying the rights of New Mexico's children to bilingual education. This landmark ruling was the culmination of collective activism by Mexican/Mexican American university students, community groups, and families and children enrolled in Portales schools whose linguistic and cultural needs were not being met. As we stand in this 50-year anniversary, we explore how oral histories of Serna activists provide insight into this critical moment in our state history and guide us as we rise to meet today's challenges in bilingual education.

Teaching Cognates/Cognados: Enhancing Your Vocabulary Instruction and Curriculum

Sierra III

Anita Hernández | Professor, New Mexico State University

José Montelongo | Teacher, Las Cruces Public Schools

Join us in learning how Spanish-English cognate vocabulary bridges the curriculum for bilingual learners and English learners. El español e inglés tienen muchas palabras en común. Using Spanish-English cognate vocabulary embraces bilingual learners' linguistic and cultural background as transformative vehicles for educational success. As students progress through the grades, their ability to read and understand academic texts depends on their ability to comprehend vocabulary and language structures, especially in the content areas.

Presentation | Elementary 1st-5th grades

Equity in the Mathematics Classroom

Ocotillo I

Roberto Salas | District Instructional Specialist for Mathematics K-6, Gadsden Independent School District

Lorraine Rapanut: Elementary Instructional Specialist, Gadsden Independent School District

This session is designed to empower educators with the knowledge of instructional models and ideologies to support equity in the classroom through the Pathway to Equitable Mathematics toolkit. Explore tools to deepen understanding and create equitable conditions for students to thrive and develop their full academic and social potential.

Workshop (hands-on) | Secondary 6th -12th grades

A Journey in Storytelling

Ocotillo II

Laura DuMond Kerr | Spanish as a Heritage Language Teacher, Taos High School

Bernadine Santistevan Wolf Dog Tales, Community Organizer

Throughout time and across many cultures, stories have played a role in teaching important life-lessons and values. This session highlights using media and storytelling to inspire students to engage, share, and learn languages. Bernadine will discuss her journey in creating an animated film that retells some ancient oral stories, and Laura will discuss how this media is being used to inspire high school students to participate in their own creative storytelling journey, finding their voice as they reconnect with a heritage language.

Presentation | 3rd-8th grades

One of the Challenges with Math is English

Sandia I

Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico

While math is a universal language, the demands of English add another challenging layer for teaching and learning math for our multilingual students. Come participate in this hands-on session, targeting 3rd through 8th grade teachers, and explore how English grammatical structures and multi-meaning words impact student learning. This session will help you be more transparent with your instruction and feel more confident in your planning. There will also be time to look at the challenges of other languages as well.

Workshop (hands-on) | K-12: applicable across grade levels

NMSU C&I: Panel: Transborder and Trans-Linguistic Visual Inquiries**Sandia II**

Adriana Cardenas | PhD Student, New Mexico State University
Tetsuya Aboshi | PhD. Student, New Mexico State University

The presentation is a comprehensive showcase of a research and methodological approach that has been developed by a panel of PhD students who are part of the Curriculum and Instruction doctoral program at NMSU. The research methodology that has been employed by these students is backed by extensive and rigorous research and is based on the principles of visual inquiry and bi-multilingual language practices. These methodologies have been chosen due to their versatility and ability to be applied to a wide variety of research questions and contexts. The use of visual inquiry is a powerful tool that enables researchers to gather qualitative data through the use of visual stimuli such as images, videos, and other forms of multimedia. This approach has been found to be highly effective in uncovering complex relationships and patterns that may not be easily visible through traditional research methods. The bi-multilingual language practices used by the students are designed to provide a more nuanced and culturally sensitive approach to research. These practices take into account the diverse linguistic and cultural backgrounds of the research participants and ensure that their voices are heard and represented in the research findings.

Presentation | K-12: applicable across grade levels

What are we waiting for? Fostering Multicultural/Multilingual Education Through the Implementation of Translanguaging Pedagogies in New Mexico**Sandia III**

Armando Garza Ayala | Assistant Professor, University of New Mexico

The state of New Mexico (NM) is going through tough times regarding curriculum planning, school policies, time spent at school, the science of reading, etc. In addition, we all know that as NM educators, we should be aware of the Martinez and Yazzie Lawsuits and how we can address them in our classrooms. Due to the fact that translanguaging is a political act (Flores, 2014), such pedagogical approach should be implemented in NM bilingual and mainstream classrooms. Thus, in this interactive conversation, the presenter will facilitate potential actions on how NM bilingual (and mainstream) educators could effectively foster multicultural/multilingual education in their classrooms through the implementation of translanguaging pedagogies. Participants will have opportunities to discuss issues of such implementation and how they could potentially remediate them in their school contexts. In addition, the audience will plan a sociopolitical stance toward the incorporation of translanguaging pedagogies and practices in their curricular activities across content-areas. It is time that we, as NM educators, foster translanguaging in every NM classroom. What are we waiting for?

Workshop (Hands-on) | K-12: applicable across grade levels

Let's Be Positive Interrupters! Advocate for Full Implementation of the Bilingual Multicultural Education Act for Student Equity.**Sierra I**

Susana Ibarra Johnson | Assistant Professor, New Mexico State University
Aine Garcia-Post Executive Director, Las Cruces Public Schools

The mission of the Bilingual Multicultural Education Advisory Council (BMEAC) provides guidance and advocacy while representing and acknowledging diverse voices of New Mexicans through collaboration with stakeholders to advance opportunities, policies, and practices of quality bilingual multicultural education to support districts and charter schools improving educational equity for all students. This panel will present the school year 2023-24 advisements provided to Public Education Department (PED) to implement the Bilingual Multicultural Education Act fully. We will open the floor for participants to provide input for current and future PED advisements to fully implement the Bilingual Multicultural Education Act for student equity.

Workshop (hands-on) | K-12: applicable across grade levels

Advanced Program Level Micro-Credentials for Licensure Advancement**Sierra II**

Dr. Elsy Diaz | Licensure Advancement Coordinator, NMPED
Bernadette Martinez: APL Liason, NM PED

This session focuses on the Advanced Program Level micro-credentials for teacher licensure advancement. A brief description of the micro-credentials will be discussed, as well as the role of school district and charter schools' human resources and finance departments in verifying teacher eligibility for licensure advancement.

Presentation | K-12: applicable across grade levels

Educator Evaluations**Sierra III**

Monica Nuñez | Elevate NM Liaison, NMPED
Birgit Maurer | APL Liason, NMPED

This session presents our teacher evaluation system, Elevate NM. We will delve into the intricacies of Elevate NM, including in-depth information on how this system transforms teachers' evaluations in New Mexico, and guide you through the various aspects of Elevate NM, including its key features, evaluation criteria, and the process of implementing the new system. In addition, we will provide an update on the new site administrators' evaluation, Excel NM, which will replace HOUSSE in the school year 2024-2025. Discover the rationale behind this change and explore the key aspects and criteria that will be used to evaluate site leaders effectively.

Presentation | K-12: applicable across grade levels

GREETINGS AND WELCOME

Santi Gutierrez
 NMABE Member-at-Large

INTRODUCTION OF KEYNOTE

Mayra Lucero
 BMEAC Representative

CULTIVATING THE PEDAGOGY OF TRANSLANGUAGING

Drs. Ibarra Johnson, Armijo Romero and Mishelle Jurado

This book emerges as an addition to the evolving scholarship of translanguaging, a framework that has significantly impacted bilingual education, English language development, and general education classrooms throughout the last decade. Through its exploration of transformative pedagogical approaches in classrooms, family and community settings, and teacher education domains, the book opens up diverse vistas into the intricate tapestry of meaning-making for teachers and emergent bilingual students. Targeted at language and (bi)literacy teacher educators engaged with pre- and in-service instructors of emergent bilingual learners, the book envisions its chapters becoming essential resources within university courses and professional development initiatives. By showcasing empirical studies entrenched in translanguaging theory and pedagogy, the book paves the way for a richer understanding of the pedagogy of translanguaging and the transformative potential it carries.



CON-

Ocotillo I	Cesar Rubio • El Dictado
Ocotillo II	Suzanne Jacquez Gorman • Advocacy 101: How to Promote Bilingualism in your Community
Sandia I	Joseph Moreno, Ph.D. • “We are so much alike, but nobody wants to admit it...” Reactions to a Critical Bernalillo Nuevomexicano Language and Culture Curriculum
Sandia II	Adriana Quiroz • Celebrating our Hispanic Culture through CHSFA Bilingual Program
Sandia III	Saasha Lambson • Bilingual Education a través de las voces de los niños y niñas de Nuevo Mexico

NMABE Spanish Bee 2024

April 27, 2024 from 8:00 am -1:30 pm

National Hispanic Cultural Center in Albuquerque, NM.

For more information visit [www.NMABE.org /nm-spanish-spelling-bee](http://www.NMABE.org/nm-spanish-spelling-bee)

El Dictado

Ocotillio I

Cesar Rubio | Teacher, Albuquerque Public Schools

“The Dictado” es una de las muchas estrategias que los educadores bilingües pueden utilizar en su salón de clases. “The Dictado” permite desarrollar en estudiantes la habilidad de retención al escuchar, mejorada su escritura, lectura y la autocorrección. “The Dictado” se puede complementar con diferentes estrategias para quienes están aprendiendo una segunda lengua, utilizando cognados, estructura de frases y oraciones completas. Los participantes tendrán la oportunidad de practicar y llevar a sus aulas una estrategia educativa como parte de una rutina diaria.

Presentation | Elementary 2nd-5th grades

Advocacy 101: How to Promote Bilingualism in your Community

Ocotillio II

Dr. Suzanne Jaquez Gorman | Secondary Bilingual Coach, Santa Fe Public Schools

Participate in small group and whole group discussions with NMABE Board Members regarding how to promote bilingual education in your communities. What does it mean to be an advocate? What is the role of a student, parent, and educator? How can we empower all stakeholders to participate in advocacy initiatives to create model bilingual multicultural education programs throughout NM? How can we each make a difference in promoting bilingualism within our own communities? Be prepared to share what is working within your communities, and take ideas you have learned from others to try in your subsequent advocacy campaigns within your own communities.

Presentation | K - 12 applicable across grade levels

“We are so much alike, but nobody wants to admit it...” Reactions to a Critical Bernalillo Nuevomexicano Language and Culture Curriculum

Sandia I

Joseph Moreno, Ph.D. | Metro Center Director/ Per course instructor, New Mexico Highlands University

This study gauges how adult Bernalillo Nuevomexicanos reacted to a critical curriculum that addresses how race, class, power, and identity influence Nuevomexicano language use, and an understanding of history and culture with an emphasis on the Bernalillo Matachines Dance, Las Fiestas de San Lorenzo, and associated customs. In addition, the study aims to discover what elements they find positive, negative, and what they would revise about the curriculum. This study is an attempt to create agency through the creation of a critical curriculum unit by a community researcher, teaching the pilot unit to a group of community members, and gauging their reactions to the course content and instruction.

Presentation | K - 12 applicable across grade levels

Celebrating our Hispanic Culture through CHSFA Bilingual Program

Sandia II

Adriana Quiroz | Teacher, Clovis High School Freshman Academy

Baile Folklórico encompasses the traditions, cultures, and beliefs of the Mexican-American people of the Southwest. Moreover, Baile Folkloric dance expresses a people’s life and spirit through its movement and music. In this session, participants will learn how to integrate the arts, music, and dance into our state’s bilingual multicultural education program.

Presentation | K-12: applicable across grade levels

Bilingual Education a través de las voces de los niños y niñas de Nuevo Mexico

Sandia III

Saasha Lambson | Graduate Student, New Mexico Highlands University

Erika Mata Undergraduate Student, New Mexico Highlands University

We are on the eve of the 51st anniversary of the 1973 Bilingual Multicultural Education Act, an historic piece of legislation. Join us and learn how a third-grade bilingual dual language group of children engaged in writing a book about bilingual education. Their book offers a historical perspective on bilingual education deeply connected to their language, culture, identity, and homeland. Participants will receive a copy of the book.

Presentation | Elementary 2nd-5th grades

Dr. Leroy Ortiz

Dr. Leroy I. Ortiz (1941-2024) was born in Santa Fe, New Mexico, to Ignacio and Eduvigen Ortiz. He was raised in Santa Fe, attending Guadalupe Elementary and Middle School and St. Michael's High School. Following high school, Leroy attended St. Michael's College, graduating with a bachelor's degree in education. He began his educational career teaching Navajo students. He loved his students, and they loved him! The experience of teaching Navajo students stimulated his lifelong interest in language and culture. Leroy was always eager to pursue his education, so after three years in Chinle and one year in Crownpoint, NM, he moved to Albuquerque to continue his education, receiving a master's degree in special education.



Under the mentorship of "La Doctora" Dolores Gonzales, he pursued a doctorate in Bilingual Education and Linguistics. After completing his Ph.D., he was offered a professorship in the College of Education, where he taught and worked for over 35 years, retiring in 2010.

During his tenure at UNM, Leroy wrote and received many grants, which provided students with financial support and enabled them to pursue degrees in Bilingual education and English as a Second Language. Leroy and Dora endowed the Leroy and Dora Bilingual Education Teacher Education Scholarship, which continues to this day to support students in their career paths. While at UNM, Dr. Ortiz received many prestigious awards, including NMABE's University Bilingual Education Professor of the Year.

Dr. Ortiz was a man with "mucho corazón" and will truly be missed by everyone who knew him. He leaves a legacy of love, generosity, helping others, and always a great sense of humor.

2024

NATIONAL SPANISH SPELLING BEE



June 26 - 27, 2024

The National Spanish Spelling Bee will be held Friday, June 26 and Saturday, June 27, at the Starlight Event Center (<https://www.esc19.net/starlighteventcenter>) in El Paso, Texas. Our host this year will be Education Service Center, Region 19.

For more information or if you have questions contact David Briseño at 505-238-6812 or email your questions to David at nssbsa@gmail.com.

MASTER OF CEREMONIES

*Dr Elisabeth Valenzuela
NMABE Executive Director*

WELCOME

NMABE Board of Directors

AWARDS CEREMONY



The NMABE Executive Board is proud to honor the following individuals for their outstanding service in Bilingual Education programs throughout the Land of Enchantment. This is our opportunity to recognize and celebrate the contributions of these deserving individuals.

BILINGUAL EDUCATION ADMINISTRATOR OF THE YEAR AWARD

This award recognizes an administrator who helps to ensure that Bilingual Education programs can operate effectively in a given school/district setting. It is inclusive of all, from school-level principals to district-level administrators. Any teacher, group of teachers, school administrators, school board members or parents of students may nominate a candidate.

Ina Montoya
Dulce Independent School District

THE HENRY W. PASCUAL TEACHER EXCELLENCE IN BILINGUAL EDUCATION AWARD

Lucy Madrid
Deming Public Schools

This prestigious award recognizes teachers whose dedication and practice resembles the spirit and vision for quality teaching that the late Henry W. Pascual, first Director of Bilingual Education at the New Mexico State Department of Education, impressed upon many professionals in the state.

THE TEÓFILA TRUJILLO AWARD

This award was created in the early years of Bilingual Education in New Mexico, in memory of an outstanding parent liaison in the Taos Schools' Title VII Bilingual Education Program. Teófila did much to inform, involve and deepen parents' understanding of the importance of language, history, and culture in the curriculum. As a result of her work, many parents became involved by providing needed resources in the classrooms, helping to develop the curriculum and encouraging their children to do well in school. Teófila touched the hearts, minds and souls of many.

Lucia Carmona
*Raices Del Saber
Xinachtli Community School*

INDIGENOUS EDUCATOR/ADVOCATE AWARD

Dr. Curtis Chavez
Keres Children's Learning Center

The Indigenous Educator/Advocate Award - This award is designated to honor a member of a Native American tribal community who has made a significant contribution to Indigenous education including the preservation and revitalization of Indigenous culture and language.

THE MATÍAS L. CHACÓN AWARD

Transform Education
New Mexico

This award is named in honor of the late State Senator Matías L. Chacón. It is awarded to recognize a New Mexican who has made a significant contribution to Bilingual Education at the state level. Senator Matías Chacón (from the Española area) introduced the Bilingual Multicultural Education Act of 1973.

Senator Chacón was interested in quality in the public schools, and was most concerned about the Spanish-speaking population, not only in the north, but also in the entire state. Senator Chacón sought a broader application of the state’s prior Bilingual Education legislation, which had been designed only for non-English speakers. Without funding, it would be difficult to realize the aspirations of the people for bilingualism and cultural preservation.

Senator Chacón introduced legislation for Bilingual Education to receive sufficient funding to implement quality Bilingual Education programs for all students in Grades K-6, not just those with limited ability in English. His actions instituted the idea of Bilingual Multicultural Education in all corners of the state. The Act nurtured the concept that it was sound to use the home language as a medium of instruction and to include the state’s cultures in the curriculum. This brought about a resurgence of pride in the languages of the state, and a means by which the state’s institutions - its schools - could preserve and develop its heritage languages while also developing English language proficiency for all.

EDUCATIONAL ASSISTANT OF THE YEAR

This award recognizes an outstanding educational assistant from New Mexico.

BiriDiana Marquez
Christine Duncan
Heritage Academy

UNIVERSITY BILINGUAL EDUCATION PROFESSOR OF THE YEAR

Dr. Carlos LópezLeiva
University of New Mexico

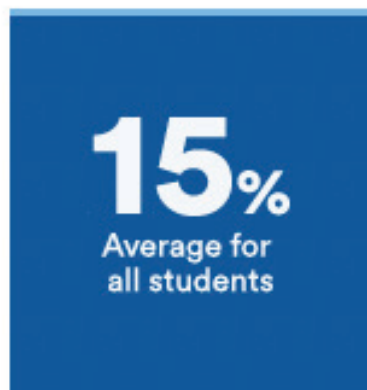
Carmelita Lee
Navajo Technical University

The award recognizes an outstanding university bilingual education professor. The university where this professor works is a teacher-training institution with a complete bilingual program. The professor must be employed full-time at this university with a significant part of her/his teaching duties dedicated to the bilingual education teacher-training program.

TalkingPoints is a research-proven platform for driving student outcomes

Causal research shows the TalkingPoints Universal Family Engagement Platform improved student academics and attendance:

Decrease in absenteeism rates



Academic Outcomes

Course proficiency improvements



+7 months additional learning

+9 point improvement in state standardized math test scores equates to 7 months additional learning for the average student

TalkingPoints' Universal Family Engagement platform is purpose-built to improve student outcomes by facilitating highly effective family-school partnerships.

We make the hard work districts and schools are already doing go further by amplifying the impact for each and every student. Our platform:

- Is intentionally designed to facilitate equitable, accessible engagement that empowers teachers, staff, and families
- Offers industry-leading human and AI-supported translation in 150+ languages, including Navajo
- Provides in-the-moment guidance and tools to build staff capacity, save time, and scale best practice messaging with families
- Is used in 2 of 3 schools to build trusting partnerships with families in support of student needs



Schedule a demo or reach me at laura@talkingpts.org

Cultivating the Pedagogy of Translanguaging

Audience: K-12 teachers (bilingual/dual language/ESL), administrators and professors

Dates: June 13-14, 2024

Where: Albuquerque, New Mexico

Cost: \$450 Early Registration (Deadline Mar. 20)
\$500 Late Registration
\$50 off for 3+ group registration
College Student \$200

For questions contact:

Dr. Susana Ibarra-Johnson/Dr. Elizet Moret at
info@academiclearningcompany.com
(626) 448-3448



Velázquez Press
The Professional Authority in Academic Language and Literacy



Dual Language Schools.org



Featured Speakers Include:



Dr. Ofelia García



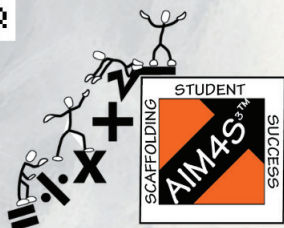
Dr. José Medina

Credit: Itzel Ortuño

EQUITY IN ACTION

June 11 - 12, 2024
Embassy Suites by Hilton
Albuquerque, NM

Registration Fees
\$295 Early Registration (Deadline - March 20)
\$345 Late Registration



Achievement Inspired Mathematics for Scaffolding Student Success

This year's institute is designed to address your professional development needs within our constantly evolving educational landscape, guiding you to effectively support English learners and emerging bilinguals.

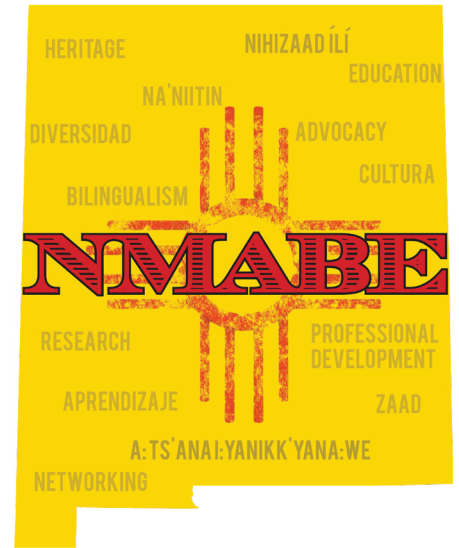


PROJECT GLAD®

www.DLeNMSummerInstitute.org

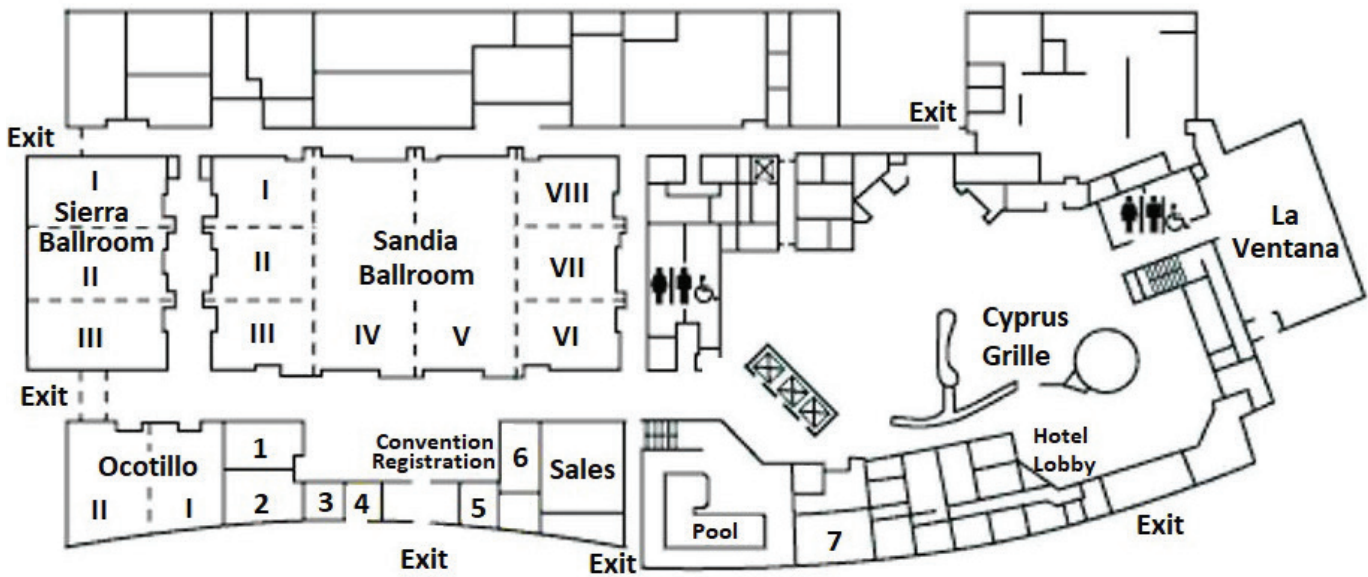
Lead Presenter Index

Aceves, Carlos 16, 18	Lambson, Saasha 23, 24
Arellano, Brenda 17, 20	Lim, Natane 9, 13
Avila, Carlos 8, 10	LópezLeiva, Carlos 9, 12
Baca, Anissa 9, 12	Martinez, Marco 16, 18
Baca, Jacobo 9, 13	Martinez, Mary Alice 8, 11
Barreto Baca, Natali 9, 13	Meyer, Lisa 17, 21
Begay, Berlinda 9, 11, 18	Miramontes-Roquemore, Anamaria 9, 12
Block, Catalina 9, 12	Moreno, Joseph 9, 13, 22, 23, 24
Cardenas, Adriana 17, 22	Noguera, Marvin 9, 16
Chávez, Evelyn 9, 11	Nuñez, Monica 17, 22
Curley, Julia 9, 12	Park, Seonsook 17, 20
Diaz, Elsy 17, 22	Pratt, Comfort 9, 14
Dickie, Lucinda 9, 13	Quiroz, Adriana 17, 20, 23, 24
Dorta-Duque de Reyes, Silvia 8, 11	Robertson-Devine, Heather 9, 11
DuMond Kerr, Laura 11, 17, 21	Romero, Eric 17, 19
García, Dabi 8, 10, 16, 19	Rubio, Cesar 23, 24
Garza Ayaa, Armando 17, 22	Salas, Roberto 17, 21
Gomez, Valerie 16, 19	Sánchez, Rebecca 8, 10, 21
Granados, Ana 9, 13, 17, 20	Sandoval, Adrian 9, 16, 17, 18, 20
Gross, Jennifer 9, 12	Sosa-Provencio, Mia 10, 17, 21
Hernández, Anita 17, 21	Trimble, Laura 16, 18
Herrera, Nancy 8, 10	Valenzuela, Angela 8, 10
Ibarra Johnson, Susana 17, 22	Washburn, Regina 8, 10
Jaquez-Goreman, Susanne 23, 24	
Jurado, Mishelle 16, 18	



NMABE 2024 PRESENTATION SITE MAP

EMBASSY SUITES ALBUQUERQUE - LOBBY LEVEL



- 1. Pinon
- 2. Agave
- 3. Business Center
- 4. Banquet Office
- 5. Registration Storage

- 6. Sage
- 7. Fitness Center

PLATINUM SPONSOR

CESDP
www.cesdp.nmhu.edu
 1700 Grande Blvd SE
 Rio Rancho, NM 87124
 505-891-6904

Adrián Sandoval
aisandoval@nmhu.edu

NMPED LCD
www.ped.state.nm.us
 300 Don Gaspar Avenue
 Santa Fe, NM 87501
 505-827-6666

Mayra Valtierrez
Mayra.Valtierrez@state.nm.us

SILVER SPONSOR

World Class ED
www.worldclassed.me
 4863 S Easton LN
 Mesa, AZ 85212

Benchmark Education
www.benchmarkeducation.com
info@benchmarkeducation.com
 877-236-2465

Books del Sur
www.booksdelsur.com
Info@booksdelsur.com
 224-267-2167

Booksource
www.booksource.com
 (800) 444-0435

Wriel Chavaria
Wriel@WorldClassED.me

Annie Nguyen
Annie@worldclassed.me

TURQUOISE SPONSOR

Pacific Learning
www.pacificlearning.com
 6262 Katella Ave.
 Cypress, CA 90630
 (714)209-2807
Nancy Herrera
nancy.herrera@pacificlearning.com

Talking Points
<https://talkingpts.org>
 2021 Fillmore #2124
 San Francisco, CA 94115
 (615) 975-4991
Laura Trimble
laura@talkingpts.org

CORAL SPONSOR

Avant Assessment
www.avantassessment.com
 940 Willamette Street, Ste. 530
 Eugene, OR 97401
 541-743-8912

Bonnie Miriam Buck
bonnie.buck@avantassessment.com

DLeNM
www.dlenm.org
 700 Lomas NE, Suite 204
 Albuquerque, NM 87102
 505-243-0648

Leslie Sánchez

EXHIBITORS

Ellevation
www.ellevationeducation.com
 50 Milk St 20th Floor
 Boston, MA 02109
 781-303-7598
Roel Piseno
roel.piseno@ellevationeducation.com

Flashlight Learning
www.flashlight360.com
 12481 Fort Street Suite 225
 Draper, UT 84020
 (800) 727-7560

Airolg Perez
airolg@flashlight360.com

Vista Higher Learning
www.vistahigherlearning.com
 500 Boylston St, Ste 620
 Boston, MA 02116
 787-529-8035

Jonathan Gregory
grosado@vistahigherlearning.com

Yabla
www.yabla.com
 505 West 23rd St. Second Floor
 New York, NY, 10011
 (212) 625.3226

Hanser Pimentel
hanser@yabla.com

NMPED Educator Pathways
www.ped.state.nm.us
 300 Don Gaspar Avenue
 Santa Fe, NM 87501
 505-470-2482

Kay MacCornack
Educator.Pathways@ped.nm.gov

EXHIBITORS

NMHU/School of Education
www.nmhu.edu/landing-school-of-education
 Box 9000
 Las Vegas, NM 87701
 (505) 891-6924

Dr. Seonsook Park
parks@nmhu.edu

Dulce School (Job Fair)
www.dulceschools.com
 PO Box 547
 Dulce, NM 87528
 575-759-3225

Melody Gomez
mgomez@dulceschools.com

PARTNERS

Albuquerque Hispano Chamber of Commerce
www.siabq.org
 1309 4th Street SW
 Albuquerque, NM 87102
 505-842-9003

Minerva Jurado-Perea
minerva@ahcnm.org

Transform Education of NM
<https://transformeducationnm.org>
Loretta Trujillo
info@transformeducationnm.org

NMCEL
www.nmcel.org
 NMAA Building
 6600 Palomas Avenue NE
 Albuquerque, NM 87109
 505-277-6986
info@nmcel.org

Consulado de México en Albuquerque
www.consulmex.sre.gob.mx
 1610 4th Street NW
 Albuquerque, NM 87102
 505-247-2147

Spanish Embassy Spanish Resource Center
 1701 4th Street SW.
 Albuquerque, NM 87102
 505-724-4746
Mariola Sánchez Cascón
mariola.sanchez@educacion.gob.es

Moquino Indian Jewelry
Moquinoindianjewelry@gmail.com

Diana Candelaria
dianacandelaria49@gmail.com

Donovan Candelaria
yuccaspiritcreations@gmail.com



November 13 - 16, 2024

La Cosecha

Santa Fe, New Mexico USA



Featured Speakers Include:



Dr. Christine Sims
Associate Professor, UNM



Dr. José Medina
Educational Solutions



Mayra Canizales Cruz
The Canizales Group



Leroy (Buster) Silva
Laguna Community Foundation



123 Andrés
Grammy Winning Music Duo



Ray Taken Alive
Lakota Language & Culture Community Coordinator

¡Seguimos con La Cosecha

Call for Proposals OPEN NOW!
Early Registration Deadline – July 15, 2024



www.LaCosechaConference.org



Join us as we celebrate
50 years of bilingual
multicultural education at
the Annual New Mexico
Association for Bilingual
Education Conference.

APRIL
9 – 12, 2025

Unique as its name, *Albuquerque*



A one-of-a-kind destination organization, we plan, promote, and produce meetings and conventions for Hispanic and Native American entities.

FIND OUT MORE AT WWW.AHCNM.ORG/CT

ALBUQUERQUE
HISPAN@
CHAMBER OF COMMERCE
CONVENTION & TOURISM

