

*50 Years of New Mexico Voices:  
Sustaining all Languages and  
Cultures for Generations*



**50<sup>th</sup> Annual Association of  
Bilingual Education Conference**

**April 9 - 12, 2025 • Albuquerque, NM**



**50 Years of New Mexico Voices:  
Sustaining all Languages and Cultures for Generations –  
¡La Lucha Sigue!**

**50<sup>th</sup> Annual Association of Bilingual Education New Mexico Conference**



## CONFERENCE OVERVIEW

WELCOME!

¡BIENVENIDOS!

YÁ'AT'ÉEH!

KESHHI!

DÁANZHÓ!

### Wednesday, April 9, 2025

8:30 am - 3:30 pm	Indigenous Bilingual and Biliteracy Pre-Conference Institute
8:30 am - 3:30 pm	Instituto Académico de Español: Transgredir las fronteras desde comunidades de aprendizaje
8:30 am - 3:30 pm	Acequia and Land Grant Project PreInstitute
1:00 pm - 3:30 pm	Bilingualism is a Superpower Only if Activated

### Thursday, April 10, 2025

7:30 am – 9:00 am	Continental Breakfast
7:30 am – 5:00 pm	Registration/Exhibits
8:30 am – 10:15 am	Opening Session: Welcome and Keynote
10:25 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	ABE NM General Board Meeting (all members invited)

### Friday, April 11, 2025

7:30 am – 9:00 am	Continental Breakfast
7:30 am – 4:00 pm	Registration/Exhibits
8:30 am – 10:15 am	Opening Session: Welcome and Keynote
10:25 am – 11:50 am	Concurrent Sessions IV
11:55 am – 1:15 pm	Lunch Session (lunch provided for conference participants)
1:20 pm – 2:35 pm	Concurrent Sessions V
2:40 pm – 3:55 pm	Concurrent Sessions VI
5:30 pm – 7:00 pm	ABE NM Hall of Fame Awards Dinner (all conference attendees invited)
7:00 pm – 10:00 pm	President's Reception and Dance

### Saturday, April 12, 2025

7:30 am – 9:00 am	Continental Breakfast
8:25 am – 8:55 am	General Session and Keynote
9:00 am – 10:25 am	Concurrent Sessions VII
10:30 am – 1:00 pm	Closing Session— Languages and Cultures Showcase Festival

# About ABE NM

## MISSION



The Association of Bilingual Education New Mexico 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.
- ABE NM 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.

## ABE NM 2025 POSTER ARTIST

**The ABE NM Board of Directors presents this year's poster artist Cynthia George!**

Cynthia George is a Jicarilla Apache artist who discovered her passion for painting during the COVID-19 pandemic. Starting with chalk drawings on the basketball court walls alongside her nieces and nephews, she eventually received permission to use paint and completed her first mural — a Space Jam-themed piece — with her nephew, Marley Martinez.



In 2023, Cynthia began working as a program aide for the Department of Youth, where she was encouraged to try spray painting. Despite early challenges, she continued practicing and soon mastered the technique, focusing on Native-themed art. Recognized for her talent and dedication, she was offered the role of Community Art Coordinator, a position she has held for nearly a year. One of her most meaningful projects includes collaborating with fellow artist Jaelynn Reval on a mural honoring Missing and Murdered Indigenous Women (MMIW).





## Association of Bilingual Education New Mexico

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

### Welcome to the 50th Anniversary Conference of the Association for Bilingual Education of New Mexico!

#### **ABE NM Board of Directors**

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Berlinda Begay, Ph.D.  
Central Consolidated Schools

##### *Past President*

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##### *Navajo Representative*

Carmelita Lee  
Farmington Municipal  
Schools

##### *DLeNM Representative*

José "Azul" Cortés

##### *BMEAC Representative*

Mayra Lucero

Dear Esteemed Colleagues, Advocates, and Friends,

It is with immense pride and heartfelt enthusiasm that we welcome you to the 50th Anniversary Conference of the Association of Bilingual Education of New Mexico (ABE NM). For half a century, ABE NM has stood as a beacon, illuminating the path toward equitable and enriching bilingual education for all children in our beautiful state.

As we gather to celebrate this milestone, we reflect on the decades of dedicated work, the countless lives touched, and the unwavering commitment to the principles of bilingualism and biliteracy. We acknowledge the profound importance and intrinsic value of nurturing linguistic diversity, not only as an educational imperative but as a fundamental human right. In New Mexico, we are uniquely blessed with a rich tapestry of cultures and languages, including the 23 sovereign Indigenous nations and their vibrant languages that have thrived here for generations. We honor and acknowledge these languages as vital components of our state's cultural heritage and educational landscape.

This year's conference is particularly significant as we navigate a complex and evolving educational climate. The recent federal changes under the Trump Administration have presented both challenges and opportunities, underscoring the critical need for our continued advocacy. Now, more than ever, our work is essential to ensure that bilingual education remains a cornerstone of our educational system. We must stand firm in our commitment to preserving and promoting the linguistic and cultural wealth of our communities.

Our mission to foster bilingualism and biliteracy is not merely about language acquisition; it is about empowering students to become global citizens, equipped with the tools to navigate an increasingly interconnected world. It is about celebrating identity, fostering cultural understanding, and ensuring that every child has the opportunity to reach their full potential.

Throughout this conference, we will engage in meaningful dialogue, share best practices, and renew our collective commitment to the principles that guide our work. We will explore innovative strategies to support bilingual learners, advocate for equitable policies, and celebrate the successes of our students and educators.

Let us use this 50th anniversary as a moment to reaffirm our dedication, to strengthen our resolve, and to carry forward the legacy of ABE NM with renewed vigor. Together, we will continue to champion the transformative power of bilingual education and ensure that every child in New Mexico has the opportunity to thrive.

Thank you for your unwavering support and dedication. We look forward to a productive and inspiring conference.

With sincere appreciation,

*Dr. Berlinda Begay*

ABE NM President



# ABE NM BOARD OF DIRECTORS



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**Corina Alvarez**  
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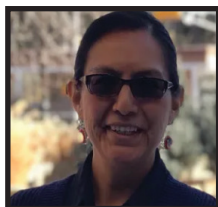


**Jesús Moncada**  
*Treasurer*  
*Christine Duncan Charter School*



**Rosemary Carrasco**  
*President*  
*Carlsbad Municipal Schools*

## ABE NM REPRESENTATIVES



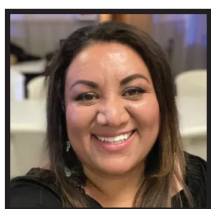
**Ina Montoya**  
*Apache Representative*



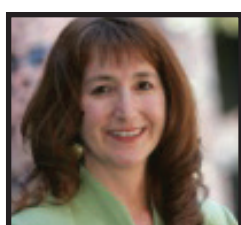
**Mary Alice Martinez**  
*Pueblo Representative*



**Carmelita Lee**  
*Navajo Representative*



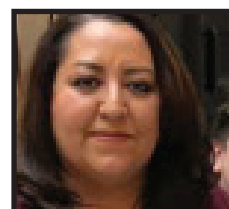
**Santi Gutierrez**  
*Member-at-Large*  
*Clovis Municipal Schools*



**Suzanne Jacquez Gorman**  
*Member-at-Large*  
*Santa Fe Public Schools*



**José "Azul" Cortés**  
*DLeNM Representative*



**Mayra Lucero**  
*Bilingual and Multicultural*  
*Education Advisory Council*

## ABE NM 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.



# 4<sup>TH</sup> ANNUAL ACEQUIA & LAND GRANT EDUCATION PROJECT PRE-INSTITUTE (EMBASSY SUITES, ALB.)

## APRIL 9-11, 2025

The Acequia and Land Grant Education Project (ALGE) in partnership with the Association for Bilingual Education of New Mexico (ABE NM) is excited to host a menu of opportunities devoted to land and water curriculum:

- Help us welcome new attendees,
- Hear how other schools are incorporating acequia and land grant education in their everyday curriculum,
- Learn about our latest unit plans and projects,
- Find out how we intend to get our curriculum on the NMPED list of materials and resources, and
- Help us decide are next steps.

Network and spread the excitement to our state's bilingual multicultural educators!

Acequia and Land Grant  
Preconference

**April 9<sup>th</sup>**

8:00 a.m. - 4:00 p.m.

Acequia and Land Grant breakout sessions

all day **April 10-11!**

Student Leadership Institute: April 10<sup>th</sup>





# CONFERENCE EVENTS

## EVENTS CENTER

### Foyer

7:00 am- 5:00 pm

Thursday, April 10 - Friday, April 11

Come find out what our exhibitors wish to share with you at the ABE NM conference! ABE NM welcomes exhibitors and appreciates their displays and the 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 am- 10:15 am

As ABE NM opens the First General Session of the Conference, Carmelita Lee, ABE NM Navajo Representative will welcome attendees and introduce the Women Warriors who will present the National and State Flags. Then, Corina Alvarez, ABE NM President Elect, will lead us in the pledge of Allegiance and introduce the ABE NM Board. Dr. Berlinda Begay, ABE NM President will introduce our first keynote, Dr. Avery Denny. Next, Dr. Susana Ibarra Jonhson, ABE NM, will introduce Dr. Margarita Machado-Casas, who will deliver keynote.

Closing out our session Santi Gutierrez, ABE NM 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 am- 1:15 pm

Join Dr. Suzanne Jacquez Gorman, ABE NM Member at Large introduce, Mayra Valtierrez, Director of Language and Culture Division will share updates and new initiatives on the state of Bilingual Multicultural Education in New Mexico. Join Ina Montoya, ABE NM Apache Representative who will introduce this year's conference poster artist.

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

## SECOND GENERAL SESSION

### Sandia IV-VIII

8:15 am- 10:15 am

Friday, April 11

We will start the day with a performance of Ballet Folklorico from Deming Public Schools. DLeNM Representative, José "Azul" Cortés will welcome participants, sponsors, and exhibitors. Dr. Jesús Moncada, ABE NM Treasurer, will introduce Representative Yanira Gurrolla Valenzuela, who will offer welcoming remarks. Mary Alice Martinez, Pueblo Representative, will introduce our keynote speaker, Dr. Carlotta "Penny" Bird, who will give her keynote.

Closing out our session will be ABE NM secretary Cesar Rubio who will review the process for ABE NM Board of Directors nominations.



## ABE NM HALL OF FAME AWARDS BANQUET

### Sandia IV-VIII

5:30 pm - 7:00 pm

Friday, April 11

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

bilingual educators and advocates! Performance by Folklorico "Muki" Española Public Schools.

## THE PRESIDENTS' RECEPTION

### Sandia IV-VIII

7:00 pm - 10:00 pm

Friday, April 11

Meet Dr. Berlinda Begay, ABE NM President, Executive Board members and Colleagues from across New Mexico at ABE NM's Annual Presidents' reception. This event is great for networking! This year, Triple-X 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

8:25 am- 8:55 am

Saturday, April 12

BMEAC Representative Mayra Lucero will welcome participants. Then, Navajo Representative Carmelita Lee will introduce Dr. Berlinda Begay, President of ABE NM, and President-Elect Corina Alvarez, who will share a few words about the Language and Culture Showcase Festival.

## CLOSING CEREMONY SESSION

### Sandia IV-VIII

10:30 am- 1:00 pm

Saturday, April 2

Join the ABE NM Board of Directors for our Languages and Cultures Showcase Festival. We will conclude the conference with a student performance that honors and celebrates New Mexico's rich cultural and linguistic heritage. Join us to enjoy performances from students across New Mexico! Come and watch our bilingual students showcase their talents in music, dance, poetry, singing, and storytelling!





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**SPANISH  
READING  
PROGRAMS**

THE  
5

Essential Components  
of Reading Instruction



**1** Phonemic Awareness

**2** Phonics



**3** Vocabulary Development

**4** Comprehension Strategies



**5** Fluency

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[coehs.unm.edu](http://coehs.unm.edu)    [@unmcoehs](https://www.instagram.com/unmcoehs)

**PRESIDENTS RECEPTION & DANCE • FRIDAY, APRIL 11 • 7:00 pm - 10:00 pm**

# TRIPPLE-X BAND



Triple-X Band was formed in 1989 by two young men from Tijeras, NM — Jeffro and Jovan Garcia — who were inspired by their grandfathers and uncles, all of whom were musicians. The band began with two guitarists, Jeffro and Jovan, and later added a drummer and bass player. Over the years, the band grew and is now an eight-piece group with a powerhouse brass section. Triple-X represents a combined five decades of musicianship and loves to perform. We thank God always for the gift of music and for allowing us to help others in times of need.

# OPENING SESSION — THURSDAY, APRIL 10, 2025

## GREETINGS AND WELCOME

Carmelita Lee  
Navajo Representative

## PRESENTATION OF THE COLORS

Women Warriors

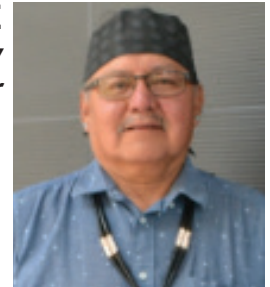
## INTRODUCTION OF KEYNOTE

Dr. Berlinda Begay  
ABE NM President

Avery Denny is a member of Diné Medicine Man's Association and is faculty at the Center for Diné Studies at Diné college Diné hatáli. As an instructor for over 29 years, he has taught courses on herbology, holistic healing, and Diné culture, oral history and philosophy. Avery is a Diné hatáli, singer of the blessing way, beauty way, night way and enemy way, and has dedicated his life to retaining and teaching Diné Bizaad. He offers stories about the origins of leadership for Diné and the power of learning language.

### KEYNOTE

**Dr. Avery Denny  
Hataalii, Professor**



## INTRODUCTION OF KEYNOTE

Dr. Susana Ibarra Johnson  
ABE NM Vice President

Dr. Margarita Machado-Casas is Chair and Full Professor in the Department of Dual Language and English Learner Education at San Diego State University and Vice President of the National Association for Bilingual Education. She holds a Ph.D. from the University of North Carolina at Chapel Hill, where she also completed a post-doctoral fellowship at the Frank Porter Graham Institute. Her research centers on immigrant, indigenous, and Afrodescendent bilingual and multilingual education, transnational communities, and minority agency. She currently serves on several editorial boards and is co-editor of the award-winning Handbook of Latinos in Education. Dr. Machado-Casas has edited over 10 international books and published more than 40 scholarly articles.

### KEYNOTE

**Dr. Margarita Machado-Casas**



# CONCURRENT SESSIONS — THURSDAY, APRIL 10, 2025

Room	Session I • 10:25 am– 11:50 a.m.
Ocotillio II	Are-Pee Castalone • Special Education Teaching Strategies for Students in Grades K-8
Sandia I	Isaiah Gallegos • Transformational Strategies for Teaching Math
Sandia II	Dra. Loretta C. Salazar • Prueba de español—Update and Status
Sandia III	Dawn Wink • Bilingual Education Thought Translanguaging, Wildness, Beauty, and Imagination
Sierra I	Raquel Plaza • Career Advancement: National Board Certification Process for All Teachers
Sierra II	Ruby Mestas • Cultural Awareness
Sierra III	Miguel Santistevan • Acequia and Land Grant Education: Curriculum Development and Delivery in Post-Covid, Cell Phone Dominated 21st Century



# CONCURRENT SESSIONS — THURSDAY, APRIL 10, 2025

Room	Session II • 1:20 pm – 2:35 pm
Ocotillio I	Heather Robertson-Devine • Diversify Your Core Curriculum Resources with Literature
Ocotillio II	Mayra Moncada • Pre-K Using G.L.A.D. Thematic Units Following the Three Cheers Curriculum Required by NM ECECD
Sandia I	Geneva Becenti • Diné Language Mentor & Apprentice Programs: Collaborative Approaches between NISN & Charter School
Sandia II	Lillian Gorman • Spanish as Our Heritage Language: A Community Dialogue on Revitalization
Sandia III	David Rogers • Transforming DLB Educator Preparation with the EMMA Standards
Sierra I	Carlos LopezLevia • Promoting Understanding, Wonderment, and Translanguaging in Mathematics: The Power of Sombras
Sierra II	Mia Sosa-Provencio • New Mexico's History of Language Preservation and Promotion
Sierra III	Eric Romero • Las Cabañuelas: Student Planning for Sustainability Using Earth and Water Wisdom

Room	Session III • 2:35 pm – 3:55 pm
Ocotillio I	Rosa Palafox-Torres • Instrucción estructurada de la LECTOESCRITURA in the DL Classroom
Ocotillio II	Julio Juan Villalobos-Colunga • Classroom Dynamics Though Flipped Learning and Technology
Sandia I	Rebecca Sanchez • Building Gateways and Removing Barriers: The Life and Legacy of Dra. Dolores Gonzales
Sandia II	Armando Garza Ayala • Fostering Biliteracy in all Classrooms: Using Translanguaging with a Purpose
Sandia III	Ivonne Orozco Sahi • Elevando el discurso bilingüe: Debates estructurados para el pensamiento crítico y la participación
Sierra I	Patrick Werito • Listening to Lead: Co-Creating Support for Indigenous Language Educators
Sierra II	Suzanne Jacquez Gorman • Advocacy 101 for Bilingual Educators
Sierra III	Travis McKenzie • Outdoor & Project-Based Learning in a Dual Language Academy

**Thursday, April 10, 2025 • Student Leadership Institute • 7:30 am - 4:00 pm**

## Creating Student-Informed Solutions Lived Challenges in Schools & Communities: Identification to Action

### La Ventana Room

The ABE NM Student Leadership Institute takes place annually during the 2025 ABE NM Conference. This year we bring together New Mexico's diverse students to reflect on their connections, roles, and invitation to become stewards for culturally-informed action related to family, youth, community, and local earth challenges. Collaborative structures are explicitly modeled and practiced while encouraging students to adopt a solutions-based approach by creating an action plan to effect the change they want to see. The ultimate goal is for students to leave the SLI with an understanding that their voice is valued, their collaboration is necessary, and their culturally-informed ideas are unique and legitimate sources for solving the problems of today and tomorrow.

Presentation | Secondary: 6th-12th grades

## Special Education Teaching Strategies for Students in Grades K-8

Ocotillo II

Are-Pee Castalone I Special Education Teacher, Christine Duncan Heritage Academy

Maridel Lazo I Special Education Teacher, Christine Duncan Heritage Academy

This session will focus on the special education experience of two Filipino teachers working at Christine Duncan Heritage Academy over the past four years. They will share their experiences coming to the United States, their most rewarding and most challenging moments at CDHA, and some of their best teaching strategies for special education students in math and reading for grades K–8. This presentation will be in English.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I K-8 grades

Presentation

## Transformational Strategies for Teaching Math

Sandia I

Isaiah Gallegos I MS Science Teacher, Christine Duncan Heritage Academy

Jose Brito & Augustin Hernandez I MS Math Teachers, Christine Duncan Heritage Academy

During this interactive presentation, participants will take part in demonstrations of useful strategies for teaching math to a diverse student population. The implementation of these research-based strategies has resulted in improved student success at Christine Duncan Heritage Academy (PreK–8) in Albuquerque. The effectiveness of these teaching strategies will be explained using our student data collected over the past four years. This presentation will follow the 50-50 dual language model of our school, delivering 50% of the content in English and 50% in Spanish. Esperamos poder compartir esta experiencia de aprendizaje con usted.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I Secondary: 6th-12th grades

Presentation

## Prueba de español—Update and Status

Sandia II

Dra. Loretta C. Salazar I Professor Emeritus, NMHU, NMHU

Dr. Julia Rosa López-Emslie I Professor Emerita, ENMU

Dr. Chris Nelson I Statistician, Retired Professor, NMHU

Adrian Sandoval I Director, Center for the Education and Study of Diverse Populations, NMHU

José Reyes I Bilingual Specialist, Gadsden Independent School District

This panel will present information regarding the status of the update to the NM Prueba Exam, used to certify Spanish-language proficiency for teachers seeking a Bilingual Endorsement with a focus on Spanish. A brief history and rationale for this high-stakes exam and its update, as well as the revised ancillary materials and the steps required to achieve reliability and validity, will be reviewed. There will be time for dialogue.

Wind- Spreading seeds of hope through communication and partnerships I K-16th Educators

Panel

## Bilingual Education thought Translanguaging, Wildness, Beauty, and Imagination

Sandia III

Dawn Wink I Academic Director, Department of Teacher Education, Santa Fe Community College

Translanguaging, wildness, beauty, and imagination offer innovative and pedagogically sound theoretical foundations and methods for bilingual education. Integrating translanguaging — allowing the use of students' entire linguistic repertoire — into the bilingual/dual language classroom supports students in their development of bilingualism, biliteracy, and the embracing of their whole self-identity. Wildness represents creativity in the extreme and the embrace of authenticity. Beauty represents Indigenous understandings, as expressed in Diné as hózhó — wholeness, harmony, and balance. Imagination invites us to action, bringing visions to life. In this presentation, rich with visuals and participant interaction with these ideas and with one another, we explore practical methods for integrating wildness/creativity, beauty/harmony, and imagination/action into the classroom in ways that expand and enhance learning and language acquisition.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I K-12: applicable across grade levels

Presentation



## Career Advancement: National Board Certification Process for All Teachers

Sierra I

Raquel Plaza | Deputy Chief of Equity and Inclusion, Santa Fe Public Schools

Suzanne Jacquez-Gorman | Bilingual Coach, Santa Fe Public Schools

Information session for all teachers who are interested in becoming a National Board Certified Teacher. Session participants will receive an overview of the NBCT process, the 25 certificate areas, and learn tips from experienced NBCTs. Participants will have an opportunity to ask NBCTs questions about the National Board for Professional Teaching Standards (NBPTS) process. Session participants will also receive resources and links to support their completion of the NBPTS process and have the opportunity to meet other NBCT candidates within New Mexico to support their completion of the NBPTS process.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels  
Presentation

## Cultural Awareness

Sierra II

Ruby Mestas | Pre- K Teacher, Dulce Elementary

Rikki Rivas | Kindergarten Teacher, Dulce Elementary

Our Cultural Awareness Day was designed to celebrate diversity and foster an appreciation for different cultures among kindergarten and pre-K students. This event featured interactive activities, including beading, tin art, weaving, pottery, and ribbon dancing. Students also learned about the ingredients needed to make Jicarilla stew, as well as the process of making fry bread. They then enjoyed the stew and fry bread for lunch. Students also practiced saying colors and other vocabulary in both Jicarilla and Spanish. Parent involvement was encouraged, with opportunities for families to share stories, artifacts, or traditional recipes. This engaging day enhanced students' understanding of crafts from the surrounding communities, promoted inclusivity, and built a sense of community through hands-on learning experiences.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels  
both: Presentation/ Hands on activity

## Acequia and Land Grant Education: Curriculum Development and Delivery in Post-Covid/Cell Phone Dominated 21st Century

Sierra III

Miguel Santistevan | Consultant, Escuela Sol Feliz LLC

Education in the 21st century is replete with challenges for both teachers and students. This is especially true with the advent and ubiquity of cell phones, as well as societal challenges that affect students' families, such as COVID-19. Student ennui and teacher burnout are additional factors to consider when developing and delivering curriculum. This session will explore the contemporary context of education and showcase an effort to develop a curriculum designed to engage students of various ages and grade levels. It will highlight the use of multiple modalities in an attempt to address diverse learning styles.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades  
Presentation

## Diversify Your Core Curriculum Resources with Literature

Ocotillo I

Heather Robertson-Devine | President, Books del Sur

Are your students disengaged and uninterested in your Spanish language arts lessons? We know that core curriculum resources are written for a generalized population of students. However, literature provides windows, mirrors, and sliding glass doors for students that the core curriculum cannot. We will share collections of books that pair well with the core curriculum so that you can ignite the love of reading and writing in your classroom. During this workshop presentation, you will have the opportunity to review literature, and together we will discover possibilities to enhance your dual language classrooms.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

Workshop (hands-on)

## Pre-K Using G.L.A.D. Thematic Units following the Three Cheers Curriculum Required by NM ECECD

Ocotillo II

Mayra Moncada | PreK Bilingual Teacher, Christine Duncan Heritage Academy

Yajaira Herrera | Educational Assistant, Christine Duncan Heritage Academy

Our presentation will focus on developing a unit-based Pre-K curriculum using OCDE GLAD® strategies and Estrellita within the Three Cheers framework to enhance language development and engagement. It will emphasize the benefits of thematic instruction through interactive, language-rich environments supported by visuals, chants, and hands-on activities. A step-by-step guide will cover theme selection, objective setting, and key GLAD® strategies like Pictorial Input Charts, the Cognitive Content Dictionary, and Narrative Input Charts. The “Transportation and Professions” unit will serve as an example, with adaptations for diverse learners, bilingual settings, and family involvement. This presentation will be in Spanish.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Early Childhood: Preschool-1st grade

Presentation

## Diné Language Mentor & Apprentice Programs:

### Collaborative Approaches between NISN & Charter School

Sandia I

Dr. Geneva Becenti | NISN Director of the Diné Language Mentor and Apprentice Program

Shawna Nez, Diné language teacher-Apprentice, NACA High School

Melvin Chico, Diné language teacher-Mentor, Six Directions Indigenous School, Gallup, NM

Patsey Chatto, Diné language teacher-Apprentice, Six Directions Indigenous School, Gallup, NM

The NISN organization's effort to increase Diné language teachers in New Mexico. The NISN Diné Bizaad Bee Na'nitin Yíhoo'aah Mentor + Apprentice Program recruits and retains language teachers in public and charter schools. The program organized information sessions with state and tribe by identifying issues and planned prep workshops for non-certified Diné language teachers. The panel will share the planning process with community, speakers, educators, administrators, tribal governments and state requirements.

Fire-Igniting efforts of advocacy across our communities | K-12: applicable across grade levels

Panel

## Spanish as Our Heritage Language: A Community Dialogue on Revitalization

Sandia II

Lillian Gorman | Director, Spanish as a Heritage Language Program and Associate Professor, University of Arizona

Adrian Sandoval | Director, Center for the Education and Study of Diverse Populations, New Mexico Highlands University

Dr. Elena Valdez | Director, Professor in Residence, New Mexico Highlands University

What is the future of Spanish as our heritage language? New Mexico has a legacy of over sixty years of Spanish heritage language instruction in K-12 and higher education classrooms. Yet current initiatives, such as seals of biliteracy and dual-language programs, often feel out of reach for Spanish heritage learners with receptive knowledge or cultural connections to the language but limited productive abilities. Our community dialogue builds on previous conversations held at La Cosecha and within the community, posing the question: How are beginning heritage learners being served in K-12 and university contexts in Nuevo México? Additionally, what strategies can educators, parents, and community members implement to ensure the sustainability of Spanish among heritage language learners? How can we create a collaborative group that meets regularly to advocate, promote, share resources, and offer guidance? With more than 30 years of combined experience in New Mexico heritage language education, our conversation leaders aim to create space for collaborative discussion, outline concerns, generate ideas for Spanish heritage language education, and publish a collective document to encourage broader community dialogue.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels

Roundtable/Workshop



## Transforming Dual Language Bilingual Educator Preparation with the EMMA Standards

Sandia III

David Rogers | EMMA Executive Team Member, Educators for a Multilingual Multicultural America

Dr. Joan Lachance | Associate Professor, University of North Carolina, Charlotte

The National Dual Language Education Teacher Preparation Standards, or EMMA Standards, provide a sound framework of standards, anchored in relevant theory, to support PK–12 dual language educator preparation programs. Join members of Educators for a Multilingual Multicultural America for a tertulia on the content, format, and intended use of the historic EMMA Standards document. Testimonios on how state, local, and school leaders are currently utilizing the EMMA Standards will be shared, and we'll have time to discuss how you might improve your educator preparation and professional learning individually or with your school. More information on the National Dual Language Education Teacher Preparation Standards can be found at [www.EMMAStandards.org](http://www.EMMAStandards.org).  
Water - Planning

## Promoting Understanding, Wonderment, and Translanguaging in Mathematics: The Power of Sombras

Siera I

Carlos LopezLevia | Professor, University of New Mexico

Lizbeth Sanchez García and Joaquín Argüello de Jesús | Graduate Students, University of New Mexico

This session will introduce the work done with bilingual (Spanish and English) students exploring and animating the concept of geometric shapes through shadows and translanguaging. We will share our experiences facilitating this work and how assemblages of wonder formed among students, objects, shadows, and adults embedded in the process of physically and discursively making sense of geometric shapes. With this information on the table, the session, by providing a kit to participants, will take a workshop-like process so that participants can creatively think about designing mathematics lessons using shadows adapted to address mathematics standards and content that bilingual teachers need to teach. The session will conclude with the audience sharing their ideas on how this approach could be applied into their classroom practices to keep “la lucha” of implementing multilingual approaches in the bilingual classroom.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels  
Workshop

## New Mexico's History of Language Preservation and Promotion: Examining Three Moments of Bilingual Activism Through Oral History and Primary Document Analysis

Sierra II

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

Rebecca Sanchez | Professor, University of New Mexico COEHS

Vanessa Herrera-Delcid | Student, University of New Mexico

In New Mexico, language is inextricable from place—throughout history, groups have fiercely advocated for and protected languages. Within Spanish-speaking Nuevomexican@ communities, the contest for language was evident with the 1848 Treaty of Guadalupe Hidalgo and continued in one of the longest statehood debates in U.S. history. The advocacy for Spanish during this era resulted in protections in the state constitution. In the late 1960s, culminating in the 1972/1974 Serna v. Portales Municipal Schools victory, university students, Portales families, and community members won the lawsuit codifying the right to bilingual education for New Mexico's children and demonstrated that the right to our languages in New Mexico is at the heart of educational and social justice. Leading these efforts then, and in subsequent decades, is a giant among us— Frank Sánchez, a community organizer and student at Eastern New Mexico University.

Fire-Igniting efforts of advocacy across our communities | K-20  
Workshop (hands-on)

## Las Cabañuelas: Student Planning for Sustainability using Earth and Water Wisdom

Sierra III

Eric Romero | Director: Native American/Hispano Studies, New Mexico Highlands University

Las Cabañuelas is a traditional weather forecasting algorithm used to plan agrarian and domestic decision making. Utilizing indigenous knowledge and minute observation of environmental messages, traditional land-based mestiza cultures have anchored land-based practice. In New Mexico this predictive weather-modeling and observation protocol dates back to the combination of indigenous pueblo and spanish land stewardship practices. New Mexico Highlands University and the Center for Land-Based Culture are involved in an engaged scholarship project with several Northern New Mexico school districts to develop local-knowledge generated “farmers almanacs” based on student engagement. Students are involved with place-based observations and research on local environmental, cultural and linguistic practices.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels  
Presentation

## Instrucción estructurada de la LECTOESCRITURA in the dual language classroom

Ocotillo I

Rosa Palafox-Torres | National Dual Language Consultant, Pacific Learning

Únase a nosotros para discutir métodos y estrategias que ayudan a desarrollar destrezas fundamentales para la lectoescritura a través de una instrucción explícita y sistemática, siguiendo una progresión de habilidades y conocimientos basados en la investigación, que son auténticos para el idioma español. También compartiremos nuestra experiencia en un entorno que sigue los lineamientos de los tres pilares de la educación de lenguaje dual.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-1st grades

Presentation

## Classroom dynamics through flipped learning and technology

Ocotillo II

Julio Juan Villalobos-Colunga | Researcher, ISCEEM / ITESM

This session aims not only to share some research-based findings, but also to provide comprehensive insight on how to use them to foster a meaningful classroom dynamic through flipped learning activities and technology with Spanish-speaking high school students at an upper-intermediate level of English in Mexico. The workshop is divided into three main sections: Introduction (anticipating), Key Points, and Conclusion.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades

Presentation

## Building Gateways and Removing Barriers: The life and legacy of Dra. Dolores Gonzales

Sandia I

Rebecca Sanchez | Professor, University of New Mexico

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

Vanessa Herrera-Delcid | Student, University of New Mexico

In this presentation, the life and legacy of Doctora Dolores Gonzales will be explored. Dra. Gonzales was a New Mexican bilingual educator who led the Instituto de Entrenamiento para Especialistas en Preparación de Materiales Didácticos en Español at UNM in the 1970s. In the Instituto, a generation of bilingual educators were mentored and supported to create bilingual teaching materials focused on the culture and linguistic heritage of New Mexico. The curricular materials were significant because they integrated regionally specific cultural and linguistic references. The materials offer a unique view into the Spanish language and cultural practices of New Mexico. A goal is not only to digitize the books for subsequent generations, but also to document the impact of Dra. Gonzales on the Instituto participants.

Fire-Igniting efforts of advocacy across our communities | K-20

Workshop (hands-on)

## Fostering biliteracy in all classrooms: Using translanguaging with a purpose

Sandia II

Armando Garza Ayala | Assistant Professor, University of New Mexico

Using a multilingual approach for teaching in bi/multilingual settings has been proven effective in reaching bilingual and emergent bilingual students and promoting biliteracy across academic content areas. Translanguaging, as a multilingual pedagogical teaching approach in such spaces, has gained momentum across the nation. However, educators' training on specific translanguaging strategies is not abundant in teacher education programs and/or school districts. In this interactive, hands-on conversation, first, we will discuss what translanguaging really is and its role in biliteracy development. Secondly, we will recognize and adopt three types of learning objectives that are essential in bilingual classrooms: content, language, and biliteracy objectives.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

Presentation



## Elevando el discurso bilingüe: Debates estructurados para el pensamiento crítico y la participación Elevating Bilingual Discourse: Structured Debates for Critical Thinking and Engagement

Sandia III

Ivonne Orozco Sahi | Teacher, Albuquerque High School

Empoderar a los estudiantes para que piensen críticamente y articulen sus ideas de manera efectiva es fundamental en el salón de clases bilingüe. Esta sesión, impartida completamente en español, explora un formato de debate estructurado que fortalece la competencia lingüística, las habilidades de argumentación y la participación estudiantil. Los asistentes aprenderán a implementar un debate en el que los estudiantes presentan argumentos, mientras sus compañeros actúan como jueces utilizando rúbricas para evaluar la claridad, la evidencia, la persuasión y el tiempo equitativo de participación. Esta estrategia fomenta el pensamiento analítico, la colaboración y el desarrollo del lenguaje académico en español. Los participantes recibirán marcos de debate adaptables, rúbricas de evaluación y técnicas para apoyar a estudiantes con distintos niveles de competencia lingüística. Para vivir la estrategia en acción, los asistentes participarán en un simulacro de debate, experimentando de primera mano la discusión, la evaluación de argumentos y la reflexión sobre el proceso. Ya sea en discusiones literarias, debates históricos o temas interdisciplinarios, este enfoque garantiza que todas las voces sean escuchadas y valoradas en el aula bilingüe.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades  
Workshop (hands-on)

## Listening to Lead: Co-Creating Support for Indigenous Language Educators

Sierra I

Patrick Weritol Project Coordinator of Tribal Initiatives Dual Language Education of New Mexico

José Azul Cortés | Director of Heritage Languages, Dual Language Education of New Mexico

DLeNM's Patrick Werito and Azul Cortes will facilitate a session centered on the guiding questions: What do we want all Indigenous language teachers to know? and What language supports do you need? In a safe, inclusive space that ensures equity of voice and honors community sovereignty and autonomy, teachers will share their challenges and needs. The insights gathered will guide our core team in developing an Indigenous language framework to support all Indigenous communities.

Fire-Igniting efforts of advocacy across our communities. | K-12: applicable across grade levels  
Presentation

## Advocacy 101 for Bilingual Educators

Sierra II

Suzanne Jacquez Gorman | Bilingual Coach, SFPS

Dr. Susana Ibarra Johnson | Professor, NMSU

Participate in a dialogue with ABE NM Board Members regarding how to promote and advocate for bilingual education in your communities. What does it mean to be an advocate? What bills should be monitored, and how can you advocate for bills that are needed to support your work? 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 New Mexico (e.g., write letters, visit representatives, senators, etc.)? 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 to achieve district and state goals.

Fire-Igniting efforts of advocacy across our communities. | K-12: applicable across grade levels  
Presentation

## Outdoor & Project-Based Learning in a Dual Language Academy: the Polk Jardín de los Sueños

Sierra III

Travis McKenzie | Garden Resource and Social Studies Teacher, Polk Academy of Agricultural Sciences (Polk MS)

Andrea Enciso Arias | Bilingual Coordinator and Math Teacher, Polk Academy of Agricultural Science (Polk Middle School)

Polk Academy of Agricultural Sciences (Polk Middle School), a long-time Community School and Dual Language Academy recognized by the NM PED for its successful bilingual programming, is increasingly playing a leadership role within the Albuquerque Public Schools District for its work in sustainable agriculture and food justice. This session will focus on the Polk experience — how a garden project blossomed into a school farm, how Chicano-Mexicano and Indigenous cultural aspects and practices are tightly woven into the outdoor learning taking place at the school, and how this work aligns with the Goals and Guardrails currently being pursued by the Albuquerque District.

Water - Planning for sustainability through program design and implementation | Secondary: 6th-12th grades  
Interactive/Collaborative Presentation

# GENERAL SESSION — FRIDAY, APRIL 11, 2025

## GREETINGS AND WELCOME

José “Azul” Cortés  
DLeNM Representative

## INTRODUCTION OF SPECIAL GUEST

Dr. Jesús Moncada  
ABE NM Treasurer



### SPECIAL GUEST

NM State Representative  
Yanira Gurrola Valenzuela

## INTRODUCTION OF KEYNOTE

Mary Alice Martinez  
Pueblo Representative

### KEYNOTE

**Dr. Carlotta Penny Bird**

Carlotta Penny Bird, Ed.D. has worked as an educator for over fifty years in tribal, BIA, NM public schools and Institutes of Higher Education. Most recently, she retired from work with the American Indian Language Policy Research and Teacher Training Center and the Institute for American Indian Education at the University of New Mexico. Prior to that she served as first Assistant Secretary of Education for American Indian Education and later, a co-PI in the Indigenous Education Study Group that examined and conducted research on public education for AI students in NM. Her work continues with assistance to tribes, schools, and organizations in native language and classroom instruction; educational planning and development; policy study and analysis. She is an active volunteer to the New Mexico Tribal Language Consortium composed of teachers, coordinators, leaders and others, who advocate for native language maintenance and survival.



# CONCURRENT SESSIONS — FRIDAY, APRIL 11, 2025

Room	Session IV • 10:15 am– 11:50 am
Ocotillio I	Susana Ibarra Johnson • Enacting Culturally and Linguistically Responsive Dynamic Biliteracy Instruction: Unveiling the Implementation Gap
Ocotillio II	Rosa Palafox Torres • Entrelazando voces y culturas - Weaving Voices and Culture
Sandia I	Martha Beatriz Mata Ramírez • ¿Nos conquistaron?
Sandia II	Dr. Jesús Moncada • ABE NM/NMABE Past Presidents Panel: A Reflection of the Past 50 Years. Where are we Today?
Sandia III	Sara Ames Brown • Experiencing Apache Language Learning: A Student’s Perspective on Language, Culture, and Motivation
Sierra I	Dr. Pedro Espinosa • Advocating for Newcomer Students and Families
Sierra II	Herbert Adolfo Soriano • “Coescritura multilingüe global” La nueva libertad de la escritura: Nuestros alumnos escriben libros juntos, entre clases, escuelas y países.
Sierra III	Gina Breña • Ciclos de la Tierra: Creating Querencia Through Resolana, Mutalismo & Self-Governance



# CONCURRENT SESSIONS — FRIDAY, APRIL 11, 2025

Room	Session V • 1:20 pm – 2:35 pm
Ocotillio I	Yanira Gurrola Valenzuela • Acceso, Validación y Equidad en la Educación Bilingüe
Ocotillio II	Anita Hernandez • Unlock the Power of Language and Content Learning Through Biography Read-Alouds as a Tool for Teaching Academic Cognates
Sandia I	Carlos Avila • Empowering Students Through Bilingual Multicultural Education Programs
Sandia II	Gabriela Fuentes • The Application of Translanguaging in the Classroom
Sandia III	Lauren Butcher • Out of This World!: Hands-on space science activities designed with NASA's Universe of Learning Resources, Explora, and Project GLAD teachers.
Sierra I	Cinthya Thomas • Estrategias de Lectura y Comprensión
Sierra II	Audriana Saucedo • Celebrate Language Variation, Combat Linguistic Bias
Sierra III	Elena V. Valdez • Where Do We Grow from Here? Reflections on the Acequia and Land Grant Education Project

Room	Session VI • 2:40 pm – 3:55 pm
Ocotillio I	Adriana Cardenas • Siembra y Cosecha: Research as Seeds for Educational Growth for Classroom Innovation
Ocotillio II	Dr. Latania Marr y Ortega • Fostering Community Cultural Wealth to Build Family Partnerships
Sandia I	Maria Migueliz Valcarlos • Sustaining Voices in Bilingual Education Through Applied Theatre
Sandia II	Sonia Balasch • Desafíos de la humanidad: ¿cuál te inquieta?
Sandia III	Dr. Adela Flores • Using AI to Enhance Writing in the Primary Grades for Multilingual Learners
Sierra I	Cesar Rubio • Aprender a Aprender: Coaching en Idiomas para la Nueva Generación/Aprender a Aprender
Sierra II	David A. Wilson • Retaining the Power to Teach in the Era of Education Reforms
Sierra III	Tamara Kumbalek, Ed.D. • Drawing From the Well: Connecting School to Community - A Curriculum

FRIDAY, APRIL 11, 2025 • NMTLC FORUM • 10:00 am - 4:00 pm

## 2025 Legislative Actions: "How Do They Impact Native Language Efforts in Schools and Tribal Communities"

### La Ventana Room

The forum will focus on the legislation sponsored by Native American legislators during the 2025 session. Legislators, tribal leaders and educational leaders will be invited to speak about specific legislative issues and the impacts the legislation are intended to have on continuing school and community language efforts. Join Indigenous Trailblazers as they share information on recent legislative policies and initiatives that were heard during the 2025 NM Legislative session. Gain an understanding of how these policies and initiatives impact your community. Time will be allotted for Q & A.

Fire-igniting efforts of advocacy across our communities | K-12: applicable across grade levels

## Enacting Culturally and Linguistically Responsive Dynamic Biliteracy Instruction: Unveiling the Implementation Gap

Ocotillo I

Susana Ibarra Johnson | Assistant Professor, New Mexico State University

Minea Armijo Romero | Assistant Professor, New Mexico State University

Mary Fahrenbruck | New Mexico State University

Jaime Jaramillo | New Mexico State University

Ana Camunez, Connie Barrio, Diana Barela | La Cruces Public Schools

The purpose of this presentation is to share the Dynamic Biliteracy project, a collaborative effort to further develop emergent bilingual learners' biliteracy and bilingualism in dual-language bilingual education. We are interested in understanding how bilingual teachers are meeting the requirements of both structured literacy and biliteracy during English and Spanish Language Arts. We share how experienced bilingual teachers integrate the two mandates (science of reading and biliteracy). We are not taking a stand or stating an opinion on either structured literacy or biliteracy. We believe in the genius of teachers and are trying to understand how bilingual teachers are negotiating both. Join us and be part of this collaborative learning journey!

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: K-5th grades  
Presentation

## Entrelazando voces y culturas - Weaving Voices and Culture

Ocotillo II

Rosa Palafox Torres | National Dual Language Consultant, Werling Nexus, Palafox Education

Esta sesión explora el tercer pilar de la educación de lenguaje dual: la competencia sociocultural. Basada en The Guiding Principles of Dual Language, se destaca la importancia de cultivar la competencia sociocultural y su impacto en el desarrollo de la identidad bilingüe. Los participantes explorarán actividades diseñadas para promover la empatía, la conciencia cultural y un sentido de pertenencia entre los estudiantes.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades  
Presentation

## ¿Nos conquistaron?

Sandia I

Martha Beatriz Mata Ramírez | CILAC Freire

Una reflexión sobre las lenguas y culturas que resisten el paso de los siglos... a pesar de todo. Esta sesión permitirá a los participantes reflexionar críticamente sobre las lenguas y culturas que han resistido la colonización.

Fire-Igniting efforts of advocacy across our communities. | Secondary: 6th-12th grades & Higher Ed  
Presentation

## ABE NM/NMABE Past Presidents Panel: A Reflection of the Past 50 Years. Where are we Today?

Sandia I

Dr. Jesus Moncada | ABE NM Treasurer, Director Christine Duncan Charter School

Join us for a panel presentation featuring past presidents of ABE NM/NMABE as they share their insights, experiences, and advocacy efforts regarding bilingual education in New Mexico. The discussion will be centered around two key questions:

1. What do you consider your most significant contribution or memory related to bilingual education through your leadership on the board? 2. What advice or comments do you have for the current and future board members of ABE NM?

The panelists are eager to share their journeys and highlight the important work that ABE NM has accomplished over the years. This includes supporting teachers through professional development, organizing the Spanish Spelling Bee, hosting the annual Bilingual Day at the State Capitol, advocating for the bilingual seal, and influencing policies that shape bilingual education practices in New Mexico.

Fire-Igniting efforts of advocacy across our communities. | Secondary: 6th-12th grades & Higher Ed

## Experiencing Apache Language Learning:

### A Student's Perspective on Language, Culture, and Motivation

Sandia III

Sara Ames Brown | Teacher, Ruidoso High School

Vivian Allard | Teacher, Ruidoso High School

Tanis Torres | Native American Liaison, Ruidoso Schools

In this interactive and fast-paced session, participants step into the shoes of students learning the Apache language, gaining firsthand experience of how culture and language influence motivation and classroom engagement. Through a unique learning experience, attendees will engage with the phonetics, vocabulary, and sentence structure of the Chiricahua and Mescalero Apache languages, while discussing the cultural significance of these elements in student identity and learning.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels  
Interactive/Collaborative Presentation



**Advocating for Newcomer Students and Families**

Sierra I

Pedro Espinosa | Teaching Assistant Professor, Kansas State University

Case study findings regarding effective strategies to implement with newcomer K–12 students will be shared. Additionally, some strategies will be modeled and shared with attendees. Effective ways to communicate with families from diverse backgrounds will also be discussed.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

Presentation

**“Coescritura multilingüe global” La nueva libertad de la escritura: Nuestros alumnos escriben libros juntos, entre clases, escuelas y países**

Sierra II

Herbert Adolfo Soriano | Profesor de Español, Española Public Schools

Una de las principales necesidades para nuestros estudiantes es la escritura. Una manera de abordarla es a través de la escritura colaborativa. El poder escribir entre varias personas un texto ha sido una técnica conocida en la educación, pero fuimos más allá: desarrollamos un proceso en el cual el estudiante no solamente escribe en su aula, sino que trasciende y se comienzan a escribir textos entre aulas, escuelas, ciudades y países.

Fire-Igniting efforts of advocacy across our communities | K-12: applicable across grade levels

Presentation

**Ciclos de la Tierra: Creating Querencia through Resolana, Mutualismo & Self-Governance**

Sierra III

Gina Breña | Education Coordinator, Center for Social Sustainable Systems

Jorge Garcia | Executive Director, Center for Social Sustainable Systems (CESOSS)

Come and explore how place-based education can illuminate the Indo-Hispano culture of New Mexico and connect students more fully with their *querencia*. In this session, participants will learn about the Ciclos de la Tierra curriculum, a free resource produced in collaboration with the Center for Social Sustainable Systems (CESOSS) in response to the NMPED outcome of the Yazzie/Martinez v. State of New Mexico ruling. The curriculum features lessons aligned with Common Core ELA Standards, Next Generation Science Standards, and NM State Social Studies Standards, in addition to the principle of restorative social justice. While the curriculum is designed for 3rd–5th grade students, its framework of *querencia*, *resolana*, *mutualismo*, and *self-governance* can be applied to any age group. We welcome participants to learn from us and from one another how we can provide opportunities to strengthen the connection between youth and the culture, land, and water that are necessary for life to be sustained.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades

Workshop (hands-on)

**Acceso, Validación y Equidad en la Educación Bilingüe**

Ocotillo I

Yanira Gurrola Valenzuela | Project Coordinator, Dual Language Education of New Mexico

Este espacio de aprendizaje profesional está diseñado para ayudarte a asegurar que cada persona en tu comunidad escolar practique y promueva los principios de acceso, validación y equidad. Nos enfocaremos en cómo brindar a los estudiantes un desarrollo justo y equilibrado tanto en contenido como en lenguaje. La idea es reflexionar, compartir y crecer juntos para crear entornos donde todo el alumnado se sienta valorado, apoyado y con las mismas oportunidades de aprendizaje.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary Education 6th-12th grade

Presentation

## Unlock the Power of Language and Content Learning through Biography Read-Alouds as a Tool for Teaching Academic Cognates

Ocotillo II

Anita Hernandez I Professor, Kidd Endowed Chair in Literacy, New Mexico State University

Ida Madrid I Dual Language Teacher, Las Cruces Public Schools

Maricela Rincon I Region 9 Education Cooperative

Read-alouds using biographies are a powerful tool for fostering language and literacy development and content knowledge. Whether reading in English or Spanish, educators can help students make meaningful vocabulary connections across languages. By leveraging Spanish-English cognates, read-alouds can serve as a bridge between languages, enriching comprehension, expanding academic vocabulary, and strengthening students' language structures and understanding of major scientific findings.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I Elementary: 1st-5th grades  
Presentation

## Empowering Students Through Bilingual Multicultural Education Programs

Sandia I

Carlos Avila I BMEP Specialist, NMPED

Ann Chavez I EL Specialist, NMPED

This presentation will discuss different components and procedures that are utilized to ensure 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. Participants will explore resources, requirements, and populations served, and walk away with tools to empower students served in a BMEP. In addition, we will examine ELD program requirements, and participants will leave with a recipe for language development.

Water - Planning for sustainability through program design and implementation I K-12: applicable across grade levels  
Presentation

## The Application of Translanguaging in the Classroom

Sandia II

Gabriela Fuentes I Spanish teacher, Christine Duncan Heritage Academy

Sassha Lambson I Newcomers Teacher, Christine Duncan Heritage Academy

Esta presentación está organizada a manera de workshop para que los maestros puedan ver de manera práctica la implementación de diferentes estrategias que dan la oportunidad a los estudiantes de utilizar su repertorio lingüístico.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I K-12: applicable across grade levels  
Workshop (hands-on)

## Out of This World!: Hands-on space science activities designed with NASA's Universe of Learning Resources, Explora, and Project GLAD teachers.

Sandia III

Lauren Butcher I Education Program and Project Manager, Explora

Want to bring the universe to your classroom? Come have a spin with rotation, dive deep into density, and have a massive amount of fun measuring mass! We will showcase inquiry-based science activities from a curriculum designed with NASA's Universe of Learning resources, Explora, and OCDE Project GLAD® teachers. From maple seeds to engineering spinner tops, we will explore how science inquiry and language learning go hand in hand. Walk away with a curriculum to use in your next Project GLAD® space unit!

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I Elementary: 1st-5th grades  
Workshop (hands-on)

## Estrategias de Lectura y Comprensión

Sierra I

Cinthya Thomas I ELA teacher, Christine Duncan Heritage Academy

Litzia Gonzalez I SLA teacher, Christine Duncan Heritage Academy

En esta demostración interactiva, exploraremos estrategias efectivas para mejorar la lectura y la comprensión, herramientas clave que permiten a los lectores procesar y retener información de manera más eficiente. A través de técnicas innovadoras y ejercicios prácticos, descubrirás cómo potenciar la capacidad de tus estudiantes para entender y analizar textos, transformando su experiencia lectora en una habilidad poderosa. No importa su nivel de lectura, ¡todos pueden aprender a leer de manera más inteligente!

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I Secondary: 6th-12th grades  
Workshop (hands-on)



## Celebrate Language Variation, Combat Linguistic Bias

Sierra II

Audriana Saucedo | Research Assistant, University of New Mexico, Lobo Language Acquisition Lab

Eliza Forrest | Lab Manager/Research Assistant, University of New Mexico, Lobo Language Acquisition Lab

Linguistic bias is a form of prejudice that is frequently overlooked in society. This interactive presentation explores language variation and the root of linguistic biases, along with their unfortunate implications for numerous marginalized groups. We especially focus on classroom implications, discussing how we can address and combat linguistic bias from hindering student success.

Fire-igniting efforts of advocacy across our communities. | K-12: applicable across grade levels

Workshop (hands-on)

## Where Do We Grow from Here? Reflections on the Acequia and Land Grant Education Project

Sierra III

Elena V. Valdez | Professor in Residence, Institute for Culturally and Linguistically Responsive Learning and Teaching, NMHU

The Acequia and Land Grant Education (ALGE) Project, guided by the Center for the Education and Study of Diverse Populations (CESDP) and New Mexico Highlands University, is entering its fourth year of community-educator partnerships and curriculum development. Since 2021, the project has held convenings for educators across content areas and members of land-based communities to co-create lessons that fall within the scope of land and water education. More than 60 of these lessons have since been published by the CESDP and made available to educators for free. During this session, Elena Valdez, an early collaborator, will reflect on the evolution of the project and opportunities for growth. As part of her reflection, Valdez will discuss how the project responds to ongoing efforts related to the Yazzie/Martínez lawsuit and the need for environmental stewardship given our changing climate. Attendees will leave the session with a robust understanding of what the ALGE Project is and its implications for children in New Mexico. Valdez will demonstrate how to access project resources and explain how educators can become project collaborators.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels

Presentation



**31st Annual**

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**APRIL 26, 2025**

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## Siembra y Cosecha: Research as Seeds for Educational Growth for Classroom Innovation

Ocotillo I

Adriana Cardenas | Phd Student/Visiting Assistant Professor, NMSU

Dr. Minea Romero-Armijo | Assistant Professor, NMSU

This session provides a dedicated space for PhD students in NM universities who are centering their research in bilingual education to share their work. Through interactive poster presentations, attendees will engage with emerging scholarship and receive handouts or brochures linking research to actionable classroom strategies. The session will include an elevator speech segment, a panel discussion, and opportunities for educators and researchers to connect, fostering collaboration between academia and practice. Join us to explore innovative approaches that inform teaching and learning at both the K–12 and higher education levels.

Wind- Spreading seeds of hope through communication and partnerships | k-12 & higher education

Panel

## Fostering Community Cultural Wealth to Build Family Partnerships

Ocotillo II

Dr. Latania Marr y Ortega | Adjunct Professor, NMHU

Dr. Leila Flores- Dueñas | Professor, University of New Mexico

Fostering Community Cultural Wealth (CCW) (Yosso, 2005) can be the key to understanding the diverse multilingual families we serve in our schools. In this session, we will examine how our school systems often impose a deficit cycle (Marr y Ortega, 2024) when attempting to engage the families they serve. We will learn and discuss how being cognizant of our own CCW, as educators, can help us be more confident in our identities while building authentic partnerships with our students' families.

Fire-Igniting efforts of advocacy across our communities. | K-12: applicable across grade levels

Presentation

## Sustaining Voices in Bilingual Education Through Applied Theatre

Sandia I

Maria Migueliz Valcarlos | Assistant Professor, ENMU

New Mexico's rich history of bilingualism and cultural diversity provides a unique foundation for integrating applied theater into the classroom as a means to sustain and celebrate all languages and cultures. Theater, when used in an educational context, is a powerful tool for storytelling, fostering empathy, and bridging cultural divides. This session will explore the potential of applied theater to support bilingual education by providing interactive, hands-on learning experiences for teachers to implement in their own classrooms. Participants will engage in theatrical exercises and explore the role of performance as a pedagogical tool for emergent bilinguals and how it can be used to strengthen language acquisition, encourage collaboration, and support cultural pride. Through these exercises, participants will gain insight into how drama and performance can create a safe space for students to express themselves in both their first and second languages while also connecting to the cultural stories and traditions of their communities.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

Workshop (hands-on)

## Desafíos de la humanidad: ¿cuál te inquieta?

Sandia II

Sonia Balasch | Teacher, Albuquerque Public School

In this session, eleventh-grade students from my AP Spanish Language and Culture course investigate global challenges they believe are impacting society. Each student selects an issue to research, guided by key questions: What is the challenge? Why is it significant? Where is it occurring? Which organizations are working to address it, and what progress has been made? As part of the project, students create a pictorial representation of their chosen challenge using markers and other materials, along with writing a brief summary (reseña) that synthesizes their research and findings. This interactive presentation showcases how the project fosters critical thinking, cultural awareness, and meaningful conversations on real-world issues — all while developing students' Spanish language proficiency. Attendees will gain ideas for engaging students in inquiry-based learning that connects language study to global citizenship.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades

Workshop (hands-on)



## Using AI to Enhance Writing in the Primary Grades for Multilingual Learners

Sandia III

Dr. Adela Flores I District Literacy Coach, Aldine ISD

In this session, participants will reimagine the experience of authentic writing with AI-assisted strategies to elevate the writing process for our multilingual learners. Educators will add to their toolkit by learning about well-known free AI generators to engage students and ignite curiosity. Resources to enhance students' writing will be provided in both English and Spanish to support bilingualism as a true asset, via QR codes empowering educators to make personalized instructional decisions. AI prompts covered include vocabulary building (including cognates), embellishment, standards-aligned prompts, text-to-speech, text-to-images, and other writing devices. (Participants with a computer or device will benefit greatly.)

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I K-12: applicable across grade levels

Workshop (hands-on)

## Aprender a Aprender: Coaching en Idiomas para la Nueva Generación/Aprender a Aprender

Sierra I

Cesar Rubio I ABE NM Secretary, Teacher, Albuquerque Public Schools

La importancia del coaching en la educación radica en su capacidad para transformar la experiencia de aprendizaje, especialmente en el contexto del aprendizaje de idiomas. En un mundo globalizado, donde la comunicación intercultural se ha vuelto esencial, el coaching se presenta como una herramienta valiosa para ayudar a los estudiantes a superar las barreras lingüísticas y emocionales. Este enfoque no solo se centra en el desarrollo de habilidades lingüísticas, sino también en la motivación, la autoestima y el bienestar emocional de los estudiantes, aspectos clave para un aprendizaje efectivo.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment I K-12: applicable across grade levels

Workshop (hands-on)

## Retaining the Power to Teach in the Era of Education Reforms

Sierra II

David A. Wilson I Adjunct Professor, UNM

This presentation involves the findings of a qualitative, multi-case study that investigated how four veteran dual-language teachers, employed in urban Title I elementary schools in the Southwest United States, managed to continue teaching despite recent education "reforms" that have contributed to increased attrition among their peers. Qualitative data were collected from individual interviews, focus groups, and questionnaires. Individual case analyses and a cross-case analysis were conducted. Themes and concepts that emerged from the analysis of the data led to the identification of the findings, including the importance and nature of participants' childhoods, personal traits, life experiences, the decision to become a teacher, dedication to dual-language education, and acts of resistance against "reforms." The findings are relevant to policymakers, administrators, teachers, and parents interested in retaining veteran dual-language teachers in urban contexts, where "reforms" have historically been applied with greater scrutiny and accountability.

Fire-Igniting efforts of advocacy across our communities. I Elementary: 1st-5th grades

Presentation

## Drawing From the Well: Connecting School to Community - A Curriculum

Sierra III

Tamara Kumbalek, Ed.D. I Associate Director, CESDP - NMHU

Water is life; likewise, the life of a community is sustained as the experiences, expertise, and knowledge of one generation are passed down to the next. The original Drawing from the Well curriculum was developed and implemented with students in northern New Mexico over 25 years ago. The curriculum has been reimaged for teachers to flexibly facilitate community-based learning for any grade level and any content area, ensuring the interests of the students guide the learning. The primary goal of the curriculum is to drive student learning founded in place-based cultural, historical, linguistic, and/or environmental beliefs, values, and traditions.

Wind- Spreading seeds of hope through communication and partnerships I K-12: applicable across grade levels

# GENERAL SESSION — SATURDAY, APRIL 12, 2025

## GREETINGS AND WELCOME

Mayra Lucero  
BMEAC Representative

## INTRODUCTION OF KEYNOTE

Carmelita Lee  
Navajo Representative

## LANGUAGE AND CULTURE FESTIVAL SHOWCASE



**Corina Alvarez**  
**ABE NM President-Elect**  
**Principal**  
**Carlsbad School District**

**Dr. Berlinda Begay**  
**ABE NM President**  
**Bilingual Multicultural Education Coordinator**  
**Central Consolidated School District**



Dr. Begay and Corina Alvarez will share their insights on the Languages and Cultures Festival Showcase. Music, art, dance, singing, and storytelling are crucial components of bilingual and multicultural education. These elements are essential for supporting and strengthening students' bilingual identities and connecting them to the cultural knowledge and traditions of their ancestors.

## CONCURRENT SESSION — SATURDAY, APRIL 12, 2025

Ocotillo I	Michael Garcia • "The Healing Power Song"
Sandia III	Jacqueline Cruz • Ballet Folklorico: Tradition, Culture and Fun!!!
Sierra III	Laura DuMond Kerr • Projects to Inspire Heritage Language Learning and Connections in the Community

## SATURDAY, APRIL 12, 2025 • CONCURRENT SESSIONS VII • 9:25 am - 10:55 am

### "The Healing Power Song"

Ocotillo I

Michael Garcia | Pueblo of Santa Ana, Keres Teacher

In this session, I will discuss the importance of song, story, and dance in language learning. I will also address the physical aspects of language development and acquisition, highlighting that we all have the physical mechanisms necessary to speak any language. Furthermore, I will explore how identity plays a crucial role in language learning, particularly in Indigenous cultures.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels  
Presentation

### Ballet Folklorico: Tradition, Culture and Fun!

Sandia III

Jacqueline Cruz | Ballet Folklorico teacher/ Academic Specialist, Portales Schools/ TRIO Talent Search

This interactive session will introduce participants to dances they can take back to their schools and teach their students. Attendees will learn ways to get students' minds, bodies, and spirits moving to the rhythm. The session will offer practical ideas for incorporating dance both in the classroom and within school dance groups. No prior experience is necessary — anyone can dance by simply letting the music move them!

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels  
Workshop (hands-on)



## Projects to Inspire Heritage Language Learning and Connections in the Community

Sierra III

Laura DuMond Kerr | Heritage Language Teacher, Taos Municipal Schools

Gladys Herrera Gurulé | Board Member, Dual Language Education of New Mexico

Culturally relevant projects that inspire students to communicate in their heritage language support the learning process and engage the larger community. This session highlights strategies to encourage students to investigate, create, and communicate in their heritage language through different projects such as books, poetry, and plays. While collaborating, students make connections to their histories, elders, and community stories and learn to value the significance of their heritage language. In the process of working together, students learn to value family engagement and make connections that are important in forming identity and cultural pride. The presenters will discuss several examples of these strategies in both bilingual elementary and Spanish high school settings. Participants will learn new strategies for student-centered curriculum that effectively integrate technology to deepen and enhance the learning process. These strategies encourage positive, active, and ongoing relationships with students' families and the community.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

Presentation

THANKS GRACIAS AHÉHEE' TÁÁ ÍIYISÍ AHÉHEE' ELAHLKWA ASHAGOTEH



**We'll see you in 2026  
for the Association of  
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**TRANSLANGUAGING ENERGIES: JUNTOS, CORRIENTE AND WONDER**

Join us at the upcoming Translanguaging Institute! Connect with a diverse community of researchers and educators dedicated to supporting emergent bilingual students and families. Explore innovative translanguaging pedagogies that champion language inclusivity, social justice, and equity in both research and teaching.



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## MASTER OF CEREMONIES

*Dr Elisabeth Valenzuela*

*ABE NM Executive Director*

*Dr. Jesús Moncada*

*ABE NM Treasurer*

## WELCOME

*ABE NM Board of Directors*

## AWARDS CEREMONY



***The ABE NM 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

**T**his 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.

**Dr. Aine García-Post**  
Las Cruces Public Schools

### THE HENRY W. PASCUAL TEACHER EXCELLENCE IN BILINGUAL EDUCATION AWARD

**Elizabeth Probst**  
West Las Vegas School District

**Mayra Moncada**  
Christine Duncan Heritage Academy

**T**his 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

**T**his 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.

**Angel Ronquillo**  
Albuquerque Public Schools

### INDIGENOUS EDUCATOR/ADVOCATE AWARD

**Danielle Martinez**  
Khapo Community School

**T**he 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

**State Representative**  
**Yanira Gurrola Valenzuela**

**T**his 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

**T**his award recognizes an outstanding educational assistant from New Mexico.

**Cynthia Casares**  
Carlsbad Municipal School District

## UNIVERSITY BILINGUAL EDUCATION PROFESSOR OF THE YEAR

**Dr. Susana Ibarra Johnson**  
New Mexico State University

**T**he 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.

## BEN LUJÁN LIFETIME ACHIEVEMENT AWARD

**T**his award is named in honor of the late Speaker of the House, Representative Ben Luján, one of New Mexico's longest-serving and most influential legislators. Known as "the champion of the people," Speaker Luján was admired for his humility, passion, and unwavering commitment to serving all New Mexicans. His accessibility and openness, particularly to educators, fostered a deep partnership that left a lasting impact on education in the state.

**Dr. Rebecca Blum Martinez**  
Professor Emeritus University  
of New Mexico

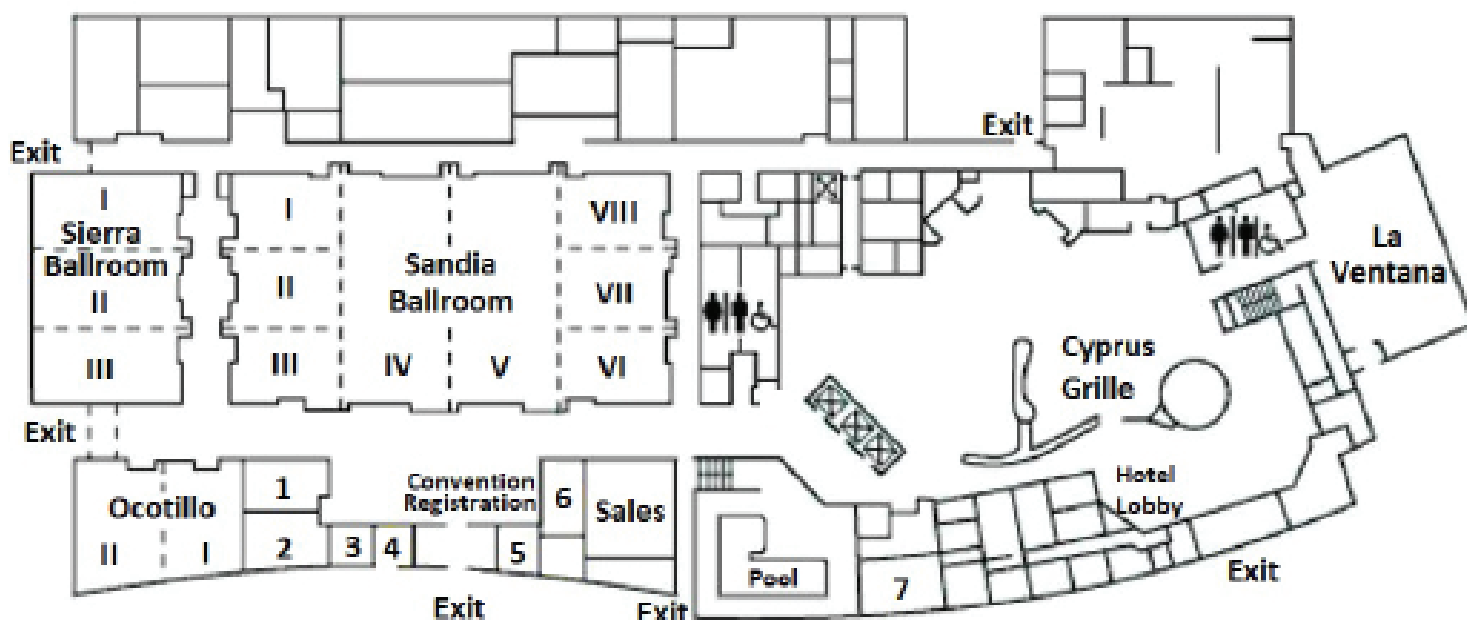
**A** staunch advocate for education, Speaker Luján led efforts to sustain funding for schools and was instrumental in the passage of the Bilingual Multicultural Education Act of 1973. He also championed legislation that created after-school K-8 programs, providing enrichment and academic support for students, especially those most at risk. His legacy continues to inspire advocacy, equity, and educational excellence in New Mexico.



## Dr. Lois Meyer • 1949 - 2024

Dr. Lois Meyer was a passionate scholar, advocate and leader in bilingual education, second language acquisition, and Indigenous language revitalization. Moreover, Dr. Meyer spent over two decades working with a coalition of Indigenous bilingual educators in rural Oaxaca. She would go on to co-author and publish many articles in English and Spanish with her Oaxacan colleagues. Meyer also co-edited three books, including *New World of Indigenous Resistance* (City Lights, 2010), which included interviews with Noam Chomsky and Indigenous leaders throughout the Americas.

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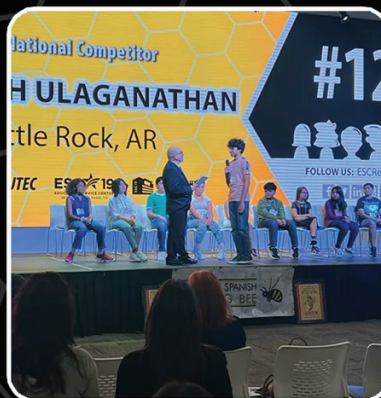




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FOR MORE INFO PLEASE VISIT:  
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