

48th Annual New Mexico Association for Bilingual Education Conference



LAND OF LANGUAGE AND CULTURE

April 12 - 15, 2023 • Albuquerque, NM

Welcome!

Bienvenidos!

Yá'át'ééh!

Keshhi!

Dáanzhó!



LAND OF LANGUAGE AND CULTURE



48th Annual New Mexico Association for Bilingual Education Conference

Wednesday, April 12, 2023

- 8:00 am - 3:00 pm NMABE/CESDP Parent/Community Institute
- 8:00 am - 3:00 pm Educators Rising New Mexico Taskforce Meeting
- 9:00 am - 4:00 pm NMABE/NMHU Teacher Residency Institute

Thursday, April 13, 2023

- 7:30 am – 9:00 am Continental Breakfast
- 7:30 am – 4:00 pm Registration/Exhibits
- 8:30 am – 10:00 am Opening Session: Welcome and Keynote
- 10:20 am – 11:50 am Concurrent Sessions I
- 12:00 pm – 1:20 pm Lunch Session (lunch provided for conference participants)
- 1:30 pm – 3:00 pm Concurrent Sessions II
- 3:15 pm – 3:30 pm NMABE Board general meeting for all members
- 3:30 pm – 4:30 pm Instructional Materials “INQUIRY”(NMABE’s own take on Shark Tank, where teachers are the judges.)

Friday, April 14, 2023

- 7:30 am – 9:00 am Continental Breakfast
- 8:00 am – 5:00 pm Registration and Exhibits Open
- 8:30 am – 10:00 am General Session and Keynote
- 10:20 am – 11:50 pm Concurrent Sessions III
- 12:00 pm – 1:20 pm Lunch (on your own)
- 1:30 pm – 3:00 pm Concurrent Sessions IV
- 3:10 pm – 4:40 pm Concurrent Sessions V
- 7:00 pm – 9:00 pm President’s Reception (all conference attendees invited)

Saturday, April 15, 2022

- 8:00 am – 2:30 pm Registration/Exhibits
- 8:30 am – 10:00 am General Session and Keynote
- 10:15 am – 11:45 am Concurrent Sessions VI
- 12:00 pm – 2:00 pm NMABE Hall of Fame Luncheon (all conference attendees invited)

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 2023 POSTER ARTIST



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

Marissa Duran

Marissa Duran is an award-winning Chicana artist and business owner from Rio Rancho, New Mexico. She studied business entrepreneurship and innovation at San Juan college in Farmington, New Mexico.

Flor y Canto
Fine Art

Melissa has been creating art and painting since she was a child. Her dad is an artist and while growing up she stayed with her grandparents. Her grandmother always saved her the big blank sheets from the newspaper so she could draw while watching cartoons after school. She always had access to her dad's art supplies and her parents even let her draw on the walls, "which was such a gift!"

Melissa's work is inspired by the southwest landscapes and her culture. Through art, she aims to shine a light on the importance of representation of people of color. Celebrating their strength and beauty and bringing awareness to the struggles they face.

www.florycantofineart.com



The New Mexico Association for Bilingual Education

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

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NMABE Executive Director

Elisabeth Valenzuela, Ph.D.

March 21, 2023

Dear Colleagues and Friends,

On behalf of the New Mexico Association for Bilingual Education (NMABE) Executive Board of Directors, It is an honor to welcome you to the 48th Annual Conference 2023. This year's conference is a special time in NM's history because the NMABE Conference 2023 provides a venue for conference participants to celebrate the 50th Anniversary of the Bilingual Multicultural Education Act, BMEA. ([Bilingual Multicultural Education Act, BMEA](https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/Article23-BilingualEducationLaw.pdf), <https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/Article23-BilingualEducationLaw.pdf>)

The Bilingual Multicultural Education Act, BMEA of 1973 is significant legislation in the state of New Mexico. The BMEA has been instrumental to provide funding to school districts to implement and sustain bilingual multicultural education programs to ensure that equitable educational opportunities are available for qualifying New Mexico students in grades K-12. We welcome you to visit the exhibitor booths and attend sessions to learn more about the BMEA and how bilingual education instruction/programs have been effectively implemented in New Mexico Schools. You are also invited to participate in reflective conversations about Bilingual Education in the various sessions scheduled throughout the conference.

Additionally, this year's theme "Land of Language and Culture" challenges all educators to acknowledge the important role land plays in students' identities, languages, and cultures. Students often have varied lived experiences based on their upbringing and where they have lived. Many families including those from New Mexico have traditions dating back hundreds of years including experience and familiarity with land grants and the development of community ditches/acequias. Water and land have always played an important role in the lives of our students. Our current educational context and society are no different. Climate change is now a part of ongoing lessons in schools that challenge students to think of ways to conserve water, protect their land, and to be aware of how their current actions can have lasting effects on our environment for not only themselves but also future generations.

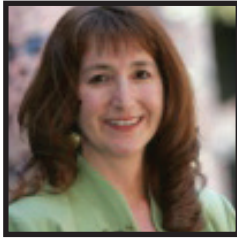
This year's theme is also aligned with the NMABE executive board's goal to embrace the rich cultural and linguistic diversity within our state by promoting its inclusion in the education of all students by focusing on place which can help "grow instructional practices, build communications and partnerships, and sustain program design and implementation for culturally and linguistically responsive practices."

I hope NMABE 2023 will allow you to become re-energized and inspired by your colleagues, speakers, and conference presenters as you become actively engaged in reflective conversations about Bilingual Education. We encourage you to meet new colleagues and develop new partnerships over the course of the three-day conference that will allow you to support your work after the conference has ended. As a member of NMABE, you are a partner in our shared responsibility of educating our emerging bilinguals and multilingual students within our state and beyond. Together we can pave the way for future generations to have increased bilingual learning opportunities and to take bilingual education to the next chapter in NM's history.
¡Si se puede!

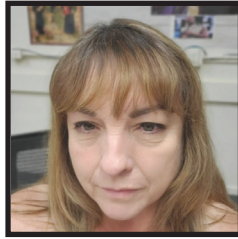
Sincerely,

Dr. Suzanne Jacquez Gorman, NBCT
NMABE President

NMABE BOARD OF DIRECTORS



Suzanne Jacquez Gorman
President
Santa Fe Public Schools



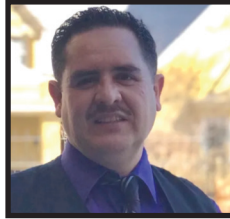
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NMABE REPRESENTATIVES



Ina Montoya
Apache
Representative



Mary Alice Martinez
Pueblo Representative



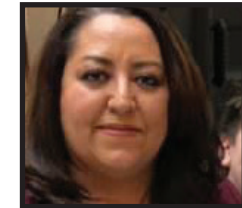
Carmelita Lee
Navajo Representative



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.



New Mexico Association for Bilingual Education Conference Presents:

Land of Language and Culture: Parent/Community Institute



Join us as we celebrate the best of our family-school partnerships and our multilingual and multicultural communities!
This institute will be focused on parents, caregivers, and community members!



- Continue to build your knowledge about bilingual multicultural education in our state.
- Identify current strengths and areas to improve in our states bilingual multicultural education programs.
- Propose solutions and next steps to ensure New Mexico's cultural and linguistic legacy.

- Reflect on bilingual pathways and the importance of creating family/school partnerships.
- Opportunities to collaboratively generate action plans to make a difference in our communities.



Wednesday, April 12, 2023

The Clyde Hotel, Albuquerque

8:00 a.m. to 3:00 p.m.



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HIGHLANDS
UNIVERSITY

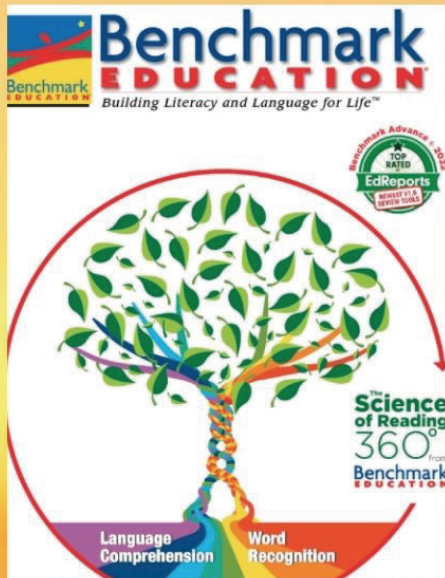


Center for the
Education and
Study of
Diverse
Populations

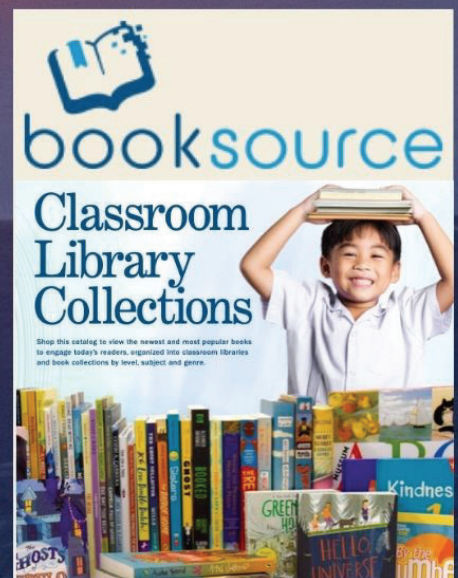
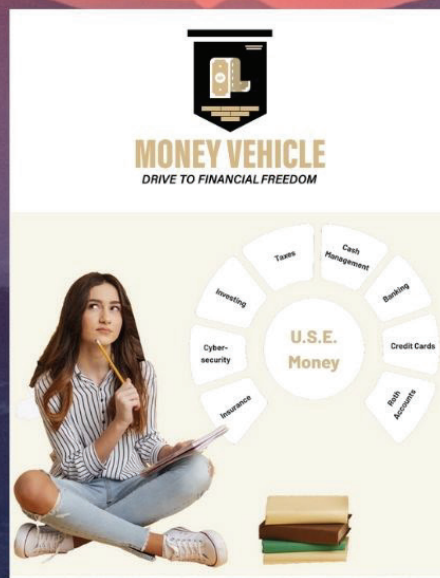
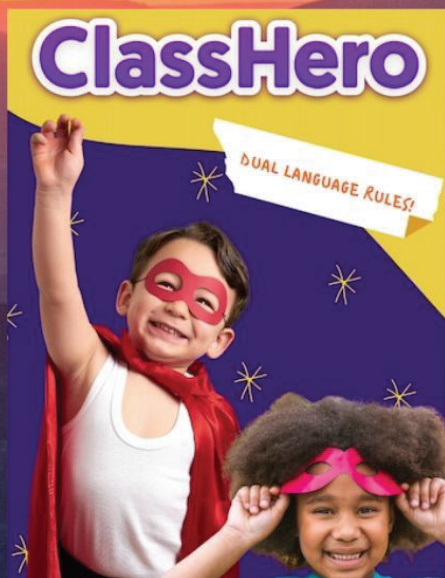


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CONFERENCE EVENTS

EVENTS CENTER

2nd Floor Atrium

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

Thursday, April 13 - Saturday, April 15

Come by and 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.

INSTRUCTIONAL INQUIRY

Grand Pavilion IV-VI

3:30 p.m. - 4:30 p.m.

Thursday, April 13

Join us for this year's NMABE instructional inquiry. An exciting way of including our sponsors, exhibitors and participants in a review of the high quality materials. It is our version of "shark tank". We need teachers who are ready to share their thoughts about the instructional materials needed to support their teaching and learning. This event is being held immediately following the NMABE general board meeting.



THE PRESIDENTS' RECEPTION

Whyte Room

7:00 p.m. - 9:00 p.m.

Friday, April 14

Meet Dr. Susana Jacquez Gorman, NMABE President, Executive Board members and Colleagues from across New Mexico at NMABE's Annual Presidents' reception. This event is great for networking! This year, Las Flores del Valle sponsored by Dual Language Education of New Mexico, will entertain with songs for our conference attendees and their guests. Light hors d'oeuvres will be served.



FIRST GENERAL SESSION

Grand Pavilion IV-VIII

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

Thursday, April 13

As NMABE opens the First General Session of the Conference, Azul Cortes, NMABE DLeNM Representative will do an Invocation and Land Acknowledgement. Then the Bernalillo County Fire Rescue Honor Guard will present the National and State Flags. Then Dr. Susana Jacquez Gorman, NMABE President, will lead us in the pledge of allegiance welcome guests and introduce the NMABE Board. Rosemary Carrasco, NMABE President-elect will then introduce Lieutenant Governor Howie Morales who will offer welcoming remarks.

Next, Dr. Julia Rosa López Emslie, Professor Emeritus will then introduce our Keynote, Dr. Socorro Herrera who will offer the first keynote. The 2nd keynote speaker of the morning will be introduced by Dr. Elisabeth Valenzuela, NMABE Executive Director. She will introduce Dr. Susana Ibarra Johnson, who will present on Bringing Ethnic, Cultural, and Identity Studies with Translanguaging Juntos to Cultivate Critical Dispositions.

LUNCH SESSION

Grand Pavilion IV-VIII

12:00 p.m. - 1:20 p.m.

Thursday, April 13

Join Victoria Tafoya, NMABE member and conference volunteer as she introduces, Mishelle Jurado, New Mexico Field Director Ed Rising PDK who will share with you the initial findings from NM Taskforce and provide suggestions to all stakeholders on how to center the GYO focus on Bilingual and Indigenous students. Then Ina Montoya, Apache NMABE Representative welcomes Loretta Trujillo, Executive Director, Transform Education New Mexico who will introduce this year's conference poster artist.

General Board meeting for all members will take place today, 3:15 p.m. - 3:30 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!

CONFERENCE EVENTS

SECOND GENERAL SESSION

Grand Pavilion IV-VIII

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

Friday, April 14

NMABE Secretary, Corina Alvarez and Pueblo Representative Mary Alice Martínez will welcome participants, sponsors and exhibitors as well as introduce Carmelita Lee, Navajo Representative. Carmelita will introduce our first keynote speaker, Duane "Chili" Yazzie who will offer his keynote titled Duality Of Bilingual Education In Our Colonized World. Then Adrian Sandoval, Director of NMHU's Center for the Education and Study of Diverse Populations will introduce, Joaquín T. Argüello de Jesús who will speak on ¿Que nos cuenta nuestra historia? What does our/her-story tell us? Closing out our session will be NMABE member-at-large, Cesar Rubio who will review the

process for NMABE Board of Directors nominations.

THIRD GENERAL SESSION

Grand Pavilion IV-VIII

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

Saturday, April 15

NMABE President-Elect, Rosemary Carrasco and Past President Judith Touloumis will welcome participants. Then NMABE Treasurer, Dr. Jesús Moncada, will introduce José R. Reyes, who will offer his keynote titled No soy de aquí, ni from over there. Living in the Middle Negociando idioma y cultura en "el Puente" Following Jose, NMABE Executive Director, Dr. Elisabeth Valenzuela will share NMABE's vision and direction for the next five years. Finally, Jesse Winter, NMABE Parent Representative, will share any updates or special announcements.



NMABE HALL OF FAME AWARDS BANQUET

Grand Pavilion IV-VIII

12:00 p.m. - 2:00 p.m.

Saturday, April 15

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!

PRESIDENTS RECEPTION FEATURING

LAS FLORES DEL VALLE

Friday, April 14th

7:00 p.m. - 9:00 p.m.

Carol Vigil and Leila Flores-Dueñas comprise a New Mexico women's dueto, whose smooth harmonies are reminiscent of the many hermanas duos that became famous during the 1960s. These groups helped form the lasting harmony structures of today's U.S./Mexico Borderlands music scene.

Las Flores del Valle have shared their talents at venues such as the Gene Autry Theater in Los Angeles and Universidad Pedadógica Nacional in México City, as well as the National Hispanic Cultural Center. This has allowed them

to showcase their forte of preserving cultural traditions and Southwest history through the arts. They are also known for their presentations on life along the U.S./Mexico border, covering topics such as the role of corridos (stories told in song) in Mexican and Southwestern music, soldaderas of the Mexican Revolution, Día de los Muertos, and women's roles in Borderland music.



Carol Vigil, Leila Flores-Duenas & Dickie Chávez

INVOCATION

José “Azul” Cortés
NMABE DLeNM Representative

PRESENTATION OF THE COLORS

Bernalillo County Fire Department Honor Guard

GREETINGS AND WELCOME

Dr. Suzanne Jacquez Gorman
NMABE President

INTRODUCTION OF SPECIAL GUEST

Rosemary Carrasco
NMABE President-Elect

NM LIEUTENANT GOVERNOR

Howie Morales



INTRODUCTION OF KEYNOTE

Dr. Julia Rosa López Emslie
Professor Emeritus
Eastern New Mexico University

CONTRA LA CORRIENTE: NUESTRA HISTORIA Y NUESTRO SER

Dr. Socorro Herrera

Professor in the Department of Curriculum and Instruction, College of Education at Kansas State University and serves as the Executive Director of the Center for Intercultural and Multilingual Advocacy (CIMA). She is certified in elementary education, bilingual education, and school counseling. As an international keynote speaker, district consultant, and trainer of trainers, she has collaborated with teachers across the country and the world to chart new paths to academic success for culturally and linguistically diverse (CLD) learners. Her research focuses on the role that personal histories of the learner, family, and teacher play in literacy development and culturally responsive, sustaining pedagogy; math and reading strategies; and teacher preparation for diverse classrooms. Dr. Herrera has authored ten textbooks and numerous articles for publication in journals such as Bilingual Research Journal, Journal of Hispanic Higher Education, Journal of Research in Education, Journal of Latinos and Education, Journal of Curriculum and Instruction, International Journal of Multicultural Education, Teacher Education Quarterly, and Urban Education.



INTRODUCTION OF KEYNOTE

Dr. Elisabeth Valenzuela
NMABE Executive Director



BRINGING ETHNIC, CULTURAL, AND IDENTITY STUDIES WITH TRANSLANGUAGING JUNTOS TO CULTIVATE CRITICAL DISPOSITIONS

Dr. Susana Ibarra Johnson

Assistant professor in bilingual/TESOL education in department of Curriculum and Instruction at New Mexico State University. Dr. Ibarra Johnson is one of the co-authors of The Translanguaging Classroom: Leveraging Student Bilingualism for Learning. Her commitment to improving the education of bilingual students is grounded in her experience as a bilingual learner and teacher. She has been a professional development specialist and researcher for WIDA, director of bilingual multicultural education programs at Bernalillo Public Schools, and most recently a district biliteracy specialist for Albuquerque Public Schools. Her research focuses on biliteracy and translanguaging pedagogy in bilingual education and English language development contexts.

CONCURRENT SESSIONS — THURSDAY, APRIL 13, 2023

| Room | Session I • 10:20 a.m. – 11:50 a.m. |
|----------------|---|
| Boardroom East | Dual Language Program Overview: Carlos Rey Elementary 50/50 Marissa Muñoz and Susana Guevara, Carlos Rey Elementary School |
| Enchantment AB | Hunting from the Elders: Creating Immersion-Based Tewa Language Curriculum Using an Approach that Works! Samuel Villarreal and Simone Catanach, Pueblo of Pojoaque Tewa Language Department |
| Enchantment CD | Let's Transgress! Challenging & Breaking Linguistic Policies in a DL Classrooms Dr. Armando Garza Ayala, University of New Mexico |
| Enchantment EF | Culturally Relevant Text in Spanish Nancy Herrera, Pacific Learning |
| Fiesta I-II | Grappling with Variation and Linguistic Biases in the Classroom David Páez and Audriana Saucedo, University of New Mexico |
| Fiesta III-IV | A Journey in Storytelling Laura DuMond Kerr, Taos High School, and Bernadine Santistevan, Wolf Dog Workshop |
| Pavilion I-II | Expanding STEAM James Romero and Marina Alba, Cesar Chavez Elementary School, SFPS |
| Pavillion III | Connecting and Sharing Knowledge and Resources with Families and Education Partners Gladys Herrera-Gurulé and Leilani Montaño, Taos Municipal Schools |
| Sierra Vista | Transfronterizos - Educating Across Borders Cynthia Wise, PhD and Kristen Kew, PhD, New Mexico State University Manuel Bustamante, PhD Western New Mexico University |

| Room | Session II • 1:30 p.m. – 3:00 p.m. |
|----------------|--|
| Boardroom East | Becoming A Powerful Bilingual Teacher Advocate by Knowing Our New Mexico Bilingual Multicultural Education Legacy Saasha Lambson and Erika Mata, New Mexico Highlands University |
| Enchantment AB | Making No Compromises for our Indigenous Language in Schools Patrick Werito, Dual Language Education of New Mexico and Dr. Penny Bird, University of New Mexico |
| Enchantment CD | Fifty Years of Bilingual Education: Where do we go from here? Rebecca Blum Martínez, Julia Rosa López Emslie, Loretta Salazar, Christine Sims, Rebecca Sánchez, and Mia Sosa Provencio |
| Enchantment EF | Ancient Tools in Contemporary Pedagogy: an Indigenous Framework for Multicultural Education Carlos Aceves and Roberto Moctezuma, Raices del Saber Xinachtli Community School |
| Fiesta I-II | How Does the National Board for Professional Teaching Standards, NBPTS Certification Process Promote Teaching Students About Their Land, Language (s) and Culture (s)? Dr. Suzanne Jacquez Gorman and Raquel Plaza |
| Fiesta III-IV | Leveraging Capstones for Authentic Learning Opportunities, Seals of Biliteracy, and Students as Change Agents in Their Communities Lisa Harmon-Martínez and Dr. Patricia Jiménez-Latham, Future Focused Education |
| Pavilion I-II | Joy, Engagement, and Lectoesritura Heather Robertson-Devine, Books Del Sur, Juan Carlos Domecq and Laura Bryant, Las Cruces Public Schools |
| Pavillion III | Teaching Native Language (Navajo) to Non-speakers Regina Washburn and Cecilia Silentman-Carr, CCSD-Kirtland Elementary |
| Sierra Vista | Equity & Liberation for Early Childhood Language Learners! We Got This! Natane Lim, Embracing Equity |

Dual Language Program Overview: Carlos Rey Elementary 50/50

Boardroom East

Marissa Muñoz | Carlos Rey Elementary School

Susana Guevara | Carlos Rey Elementary School

The workshop will focus on the benefits of the dual emergent program, its components, organization and dynamics.

Participants will be provided with an overview of the development and implementation of a 50/50 dual language program.

Water

Presentation | Elementary: 1st-5th grades

Hunting from the Elders: Creating Immersion-Based Tewa Language Curriculum Using an Approach that Works!

Enchantment AB

Samuel Villarreal | Director, Pueblo of Pojoaque Tewa Language Department

Simone Catanach | Instructor/Mentee, Pueblo of Pojoaque Tewa Language Department

With less than 20 first language speakers remaining within the community, the Pueblo of Pojoaque Tewa Language Department is using the *Where Are Your Keys* method to create new speakers and teachers out of its all second language learner staff. We “hunt” the language from first language speakers of Tewa to create immersion-based lessons that work. Find out what our approach looks like and why it’s producing results!

Earth

Presentation | Secondary: 6th-12th grades

Let’s Transgress! Challenging & Breaking Linguistic Policies in a Dual Language Classrooms

Enchantment CD

Dr. Armando Garza Ayala | Professor, University of New Mexico

Dual Language Bilingual Education (DLBE) in the US usually takes a monoglossic ideology where each language should work independently (García et al., 2017). This language separation as a formal or informal policy is often enforced by curriculum designers, administrators, and bilingual teachers (e.g., Gort & Sembiante, 2015; Hikida et al., 2013). However, researchers (e.g., Durán & Palmer, 2014; Sayer, 2013) have shown that DLBE teachers and students have the potential of teaching and learning bilingually on their own terms, by using translanguaging practices in academic content-area classes. In addition, translanguaging has been utilized as a pedagogical tool that not only promotes bilingualism and biliteracy (Hornberger & Link, 2012), but it is also employed as a path to promote social-justice education, by valuing, honoring, and validating students’ voices (García et al., 2017; Orellana & García, 2014). Using theoretical perspectives from Anthropological Linguistics (Zentella, 1997) coupled with Ruíz’s (1984) seminal work on language as problem, resource, and right; the Community of Practice approach (Lave & Wenger, 1991); and Discourse Analysis (Gee, 2015), this paper examines how proficient bilingual students and their mathematics teacher broke common linguistic policies by using their entire linguistic repertoires to convey and appropriate mathematical meanings.

Fire

Presentation | K-12: applicable across grade levels

Culturally Relevant Text in Spanish

Enchantment EF

Nancy Herrera | Educational Consultant, Pacific Learning

In this session we will share the importance of using instructional tools designed for Spanish early literacy instruction and intervention. As a participant, you will be led in the 5 essential components of: Phonemic Awareness, Phonics, Vocabulary Development, Comprehension Strategies, and Fluency.

Earth

Presentation | Elementary: 1st-5th grades

Grappling with Variation and Linguistic Biases in the Classroom

Fiesta I-II

David Páez | Undergraduate Student, University of NM

Audriana Saucedo | Undergraduate Student, University of NM

You have likely heard the widespread misconceptions that bilingual children don’t fully learn either of their languages and that bilingual children struggle more in school. Those of us whose goal is to support bilingualism and bilingual education know that these misconceptions are false, but we also know they still abound among the general public and even in academic settings. This interactive presentation reviews empirical research on bilingualism, language variation, and linguistic bias. We will discuss the widespread monolingual bias that pervades our society and our schools and how it affects bilingual children, and review research that demonstrates empirically that bilingual children’s developing linguistic systems are complex and systematic and need to be celebrated rather than denigrated. In particular bilinguals who speak a minority language at home, heritage bilinguals, tend to experience negative linguistic bias for speaking a minority language and often for using stigmatized, bilingual features in their languages. Furthermore, their rich and complex linguistic systems are under-appreciated when they are assessed using monolingual speakers as a baseline for comparison.

Fire

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

A Journey in Storytelling

Fiesta III-IV

Laura DuMond Kerr | Teacher, Taos High School
Bernadine Santistevan | Filmmaker, Wolf Dog Workshop

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.

Earth
Presentation | Secondary: 6th-12th grades

Expanding STEAM

Pavillion I-II

James Romero | STEAM Teacher, Cesar Chavez Elementary School, SFPS
Marina Alba | Bilingual Teacher, Cesar Chavez Elementary School, SFPS

We will present and provide different STEAM and Computer Science activities that educators can directly implement into their instruction. Participants will learn how the STEAM and Computer Science activities can support students' bilingualism and biliteracy.

Earth
Presentation | Elementary: 1st-5th grades

Connecting and Sharing Knowledge and Resources with Families and Education Partners

Pavillion III

Gladys Herrera-Gurulé | District Family and Community Engagement Coordinator, Taos Municipal Schools
Leilani Montaño | Early Childhood Literacy Coach, Taos Municipal Schools

Taos Municipal Schools Family and Community Schools (FACE) program serves students and families from birth-12 grade. In this session, presenters will share how different community and education partners have been actively engaged supporting the program with resources, and knowledge. In addition, examples of integration and collaboration among district programs will be presented. This presentation will be in English and Spanish.

Wind
Presentation | All Levels

Transfronterizos - Educating Across Borders

Sierra Vista

Cynthia Wise, PhD | Graduate Student/Post Doctoral Fellow, New Mexico State University
Manuel Bustamante, PhD | Associate Professor, Western New Mexico University
Kristen Kew, PhD | Assistant Professor, New Mexico State University

Transfronterizos, children who cross the U.S./Mexico Border on a daily basis to attend school in the United States are children who are U.S. citizens, but live in Mexico. When the pandemic hit, these were the first children to be impacted. They were affected by the digital divide that separates the haves from the have nots and they were blocked from entering the country when the U.S./Mexico border was closed. They are victims of what is described as a "social hierarchy in which law is used to deny certain people rights and resources, leaving them politically disempowered and especially vulnerable to insecurity (and) exploitation" (Gomberg-Muñoz, 2017, p. 228). Presenters in this session will discuss updated findings of a long-term critical ethnographic study, specifically, 1) current policies that affect education along the U.S./Mexico border, 2) the assets, including navigational, linguistic, and familial capital (Yosso, 2005) of both school professionals and parents, and, 3) the resilience of the border frontera community that creates a pathway of learning to overcome political barriers to support students' heritage, language, and culture.

Fire
Presentation | K-12: applicable across grade levels



NMABE Spanish Bee 2023

April 29, 2023 from 8:00 am -1:00 pm

**National Hispanic Cultural Center
in Albuquerque, NM.**

**For more information visit
www.NMABE.org /nm-spanish-spelling-bee**

Becoming A Powerful Bilingual Teacher Advocate by Knowing Our New Mexico Bilingual Multicultural Education Legacy

Boardroom East

Saasha Lambson | New Mexico Highlands University

Erika Mata | New Mexico Highlands University

Daniela Chavira | New Mexico Highlands University

This session will focus on the presentations that NMHU's Ed Rising Collegiate Club members have been conducting around the 50th anniversary of the Bilingual Multicultural Education Act of 1973 in 4th thru 12th grade classrooms. The presenters will share the bilingual learning activities conducted with students around language, culture, history, and identity.

Fire

Presentation | Elementary/Secondary: 4th-12th grades

Making No Compromises for our Indigenous Language in Schools

Enchantment AB

Patrick Werito | Coordinator of Tribal Initiatives, Dual Language Education of New Mexico

Dr. Penny Bird | University of New Mexico

This session will feature testimonies from the field by school leaders on how they balance and navigate external mandates without compromising Indigenous language instruction for students. The session will engage Native language teachers and administrators in identifying ways to keep Native language as the main focus of equity in everyday school operations, developing school culture that values the local community language as well as the role of the English language, finding ways to balance the external mandates on the school and the local community expectations for language learning, and ensuring language equity for both languages in the dual language school.

Fire

Presentation | K-12: applicable across grade levels

Fifty Years of Bilingual Education: Where do we go from here?

Enchantment CD

Rebecca Blum Martínez | Professor, University of New Mexico

Julia Rosa López Emslie, Loretta Salazar, Christine Sims, Rebecca Sánchez, Mia Sosa Provencio

The authors of *The Shoulders We Stand On: A History of Bilingual Education in New Mexico*, will offer suggestions for future initiatives and efforts based on the history of bilingual education in our state. We hope that this will provide a foundation for the longevity and stability of this important educational reform.

Fire

Presentation | K-12: applicable across grade levels

Ancient Tools in Contemporary Pedagogy: an Indigenous Framework for Multicultural Education

Enchantment EF

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

Roberto Moctezuma | Parent/Volunteer, Raices del Saber Xinachtli Community School

Xinachtli, a Nahuatl word for germinating seed, provides philosophy and practice to engage students in exploring and constructing knowledge as they become biliterate in Spanish and English enriched by the Nahuatl language. A basic framework consisting of ancient practices will be presented as it is used at a Las Cruces bilingual charter which is part of a network (NACA-NISN) of 13 indigenous schools across the United States. Participants will learn how Nahuatl mathematics, dialogue circles, oral storytelling, and constructivist learning stations and projects form the foundation for our 90:10 bilingual approach.

Earth

Interactive | K-12: applicable across grade levels

How Does the National Board for Professional Teaching Standards, NBPTS Certification Process Promote Teaching Students About Their Land, Language (s) and Culture (s)?

Fiesta I-II

Dr. Suzanne Jacquez Gorman

Raquel Plaza

Participants will be provided with a brief overview of the requirements to become a national board-certified teacher. An emphasis will be placed on certificates that promote teaching students in more than one language. The five core propositions and architecture of accomplished teaching will be highlighted to showcase the value of getting to know students' home origins/roots, where they come from (land), languages (first and second), and cultures. The NBPTS equity standards will be shared to inform educators about the valuable resources available to affirm and validate students' languages, cultures and where they come from. This will be an engaging presentation embedding language, culture, equity and inclusion. Time will be allotted for goal-setting and networking.

Water

Presentation | K-12: applicable across grade levels

Leveraging Capstones for Authentic Learning Opportunities, Seals of Biliteracy, and Students as Change Agents in Their Communities

Fiesta III-IV

Lisa Harmon-Martínez | Director of Learning by Doing, Future Focused Education

Dr. Patricia Jiménez-Latham | Assistant Director, Future Focused Education

As a response to the Yazzie-Martinez decision and the voices of young people across New Mexico, Future Focused Education has partnered with the Public Education Department to establish graduate profiles and capstones. In this years-long initiative, students, educators, community members, and school and district leaders have been engaged in the process of designing capstones as a meaningful assessment and learning experiences that celebrate and honor students' culture, language, and lived experiences. Participants will learn about varying models of capstones that already exist or are being developed in New Mexico, including those that integrate the Seal of Biliteracy, as well as how educators might get involved in this initiative to reimagine student learning in the context of their interests and their community.

Fire

Presentation | K-12: applicable across grade levels

Joy, Engagement, and Lectoria

Pavilion I-II

Heather Robertson-Devine | Books Del Sur,

Juan Carlos Domecq | Dual Language Kindergarten Teacher, Las Cruces Public Schools

Laura Bryant | Teacher, Las Cruces Public Schools

The classroom is the heart of teaching and learning. With the pressures of catching students up and preparing them for the 21st century, we want to remind you of so many efficient and effective practices that promote lectoria, like trabalenguas, manualidades, and cartoneras. These practices, when paired with rich literature, not only lead to high student achievement in your Kindergarten - 5th grade dual language classroom, but more importantly promote joy, engagement, and curiosity!

Earth

Presentation | K-12: applicable across grade levels

Teaching Native Language (Navajo) to Non-speakers

Pavilion III

Regina Washburn | Heritage Language Teacher, CCSD-Kirtland Elementary

Cecilia Silentman-Carr | Heritage Language Teacher, CCSD-Kirtland Elementary

In this session we will present and share hands-on activities we do with our students to learn their Native Heritage language. In this session, we will be moving around the room to learn the language. We will share some examples of the Common Formal Assessments and exit tickets to check for comprehension.

Earth

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

Equity & Liberation for Early Childhood Language Learners! We Got This!

Sierra Vista

Natane Lim | Project Manager, Embracing Equity

This session will be engaging and interactive as we center equity, anti-racism, and inclusive practices to ensure that early childhood educators can leave with resources, actions, and a mindset that will create transformative change in your classroom community to value each child and family as their authentic selves! Without equity practices, educators cannot fully show up for their young language learners. It is the understanding of truly seeing each child in their own context that allows for the learning to happen. Leave this session feeling a sense of empowerment and connection for the children and families you are in community with.

Wind

Workshop (hands-on) | Early Childhood: Preschool-1st grade

NMABE Presents

Student Leadership Institute 2023

Friday, April 14, 2023



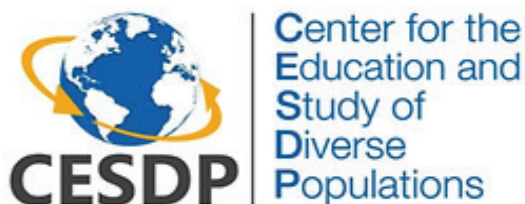
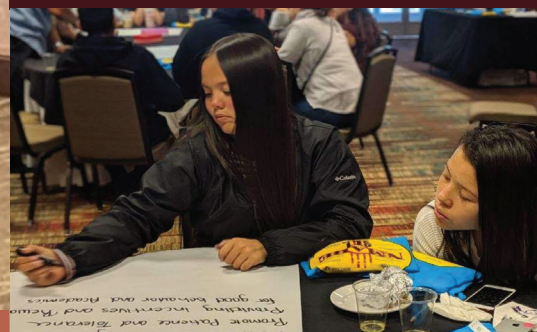
YOUTH TESTIMONIES ON BILINGUAL EDUCATION

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

Focus on challenges and solutions confronting K-12 bilingual education in New Mexico!

Access to college recruiters!

- The University of New Mexico
- Santa Fe Community College
- New Mexico Highlands University



"Sí Se Puede, Reach Your Dreams"

GREETINGS AND WELCOME

Corina Alvarez

NMABE Secretary

Mary Alice Martínez

Pueblo Representative

INTRODUCTION OF KEYNOTE

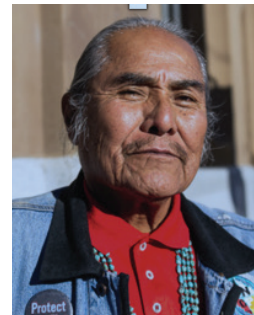
Carmelita Lee

NMABE Navajo Representative

DUALITY OF BILINGUAL EDUCATION IN OUR COLONIZED WORLD

Duane “Chili” Yazzie

Chili has served the Shiprock and Navajo Nation for more than 40 years. He is a relentless advocate for labor issues, education, natural resources protection and working against racism. As a champion of Indigenous peoples’ civil and human rights since 1969, one of his proudest achievements was serving as the first chairman of the Navajo Human Rights Commission. Chili’s greatest passions are preserving the Navajo way of life and the health of the earth for the generations to come. He is an author of a chapter titled, Indigenizing Public Education Toward a Diné-Centered Education Model in the book Transforming Diné Education.



INTRODUCTION OF KEYNOTE

Adrian I. Sandoval

Director

Center for the Education and Study of Diverse Populations, NMHU



¿QUE NOS CUENTA NUESTRA HISTORIA? WHAT DOES OUR/HER-STORY TELL US?

Joaquín T. Argüello de Jesús

A DominiXicanoRriqueño bilingual community, clinical and School Social Worker raised on the “Manito/a/x Trail.” Joaquín serves on the board of the Arroyo Hondo Arriba Community Land Grant and Compostela Community & Family Cultural Institute. As a PhD student at UNM College Of Education and Human Services in the Language Literacy and Sociocultural Studies program with a concentration in Educational Thought & Sociocultural Studies. He is a Graduate Research assistant co-facilitating full body learning for 1st grade geometry “wonderment” of relational “materiality” in

Spanish. His current research focuses on Manito/a/x merced and acequia intergeneration traditional knowledge practices for Survivance through Decolonial-Hispanophone practices toward Triumphalist Empowerment.

Educators Rising New Mexico Taskforce

When people ask me where my roots are, I look down at my feet, and I see the roots of my soul grasping the earth. They are here... in the Southwest... I still live in New Mexico.

— NEW MEXICAN RODOLFO ANAYA-WORLD RENOWNED AUTHOR

As part of the 18-month planning grant, PDK Educators Rising will use a culturally responsive and sustaining framework to create a diverse taskforce including teacher leaders, representatives from NM State Department of Education, NM institutions of higher education, Indigenous communities, bilingual educators, and community experts to generate a needs assessment and develop a plan to support a “Grow Your Own” state strategy that reflects the unique linguistic and cultural context of New Mexico’s communities.



CONCURRENT SESSIONS — FRIDAY, APRIL 14, 2023

| Room | Session I • 10:20 a.m. – 11:50 a.m. |
|----------------|---|
| Sierra Vista | Native Language Forum (Extended Session 10:00 am - 3:00 pm) Dr. Carlotta Penny Bird and New Mexico Tribal Language Consortium Members |
| Enchantment AB | Acequia & Land Grant Education in the Classroom (K-8) - Cultivating Literacy Travis McKenzie and Juanita Lavadre, Polk Middle School |
| Enchantment CD | Bilingual Educators Rising: A Solution to Bilingual Teacher Shortage Maria Gómez, Hatch High School |
| Enchantment EF | Including ALL Language Learners – Conversations on Literacy Development for Language Learners Jesús Cervantes, Benchmark Education Company |
| Fiesta I-II | Translanguaging Practices Through Orality in a Purépecha Classroom Minea Armijo Romero, University of New Mexico |
| Fiesta III-IV | The Need for Research in Indigenous Child Language Development Ryan D Smith and Kayleigh Russell, Indigenous Child Language Research Center, University of New Mexico |
| Pavilion I-II | High-Quality Math Instruction: Providing Access for ALL Lisa Meyer and Evelyn Chávez, Dual Language Education of New Mexico |
| Pavillion III | Taos Pueblo Tiwa Language - Development of Curriculum Mary Alice Martínez and Joann Marcus Romero, Taos Pueblo Tiwa Language Program |

| Room | Session II • 1:30 p.m. – 3:00 p.m. |
|----------------|--|
| Enchantment AB | Acequia & Land Grant Education (ALGE) Project: Nurturing Our Children With Knowledge About Land and Water (Panel Discussion) Diana Torres-Velasquez and Joaquín Argüello de Jesús, University of New Mexico |
| Enchantment CD | Growing Our Own New Mexico Bilingual and Indigenous Educators Mishelle Jurado, Educators Rising PDK |
| Enchantment EF | Traditional Songs in Spanish to Support Language and Community Sarah Farrell Sandoval, Academy of Bilingual Education |
| Fiesta I-II | The Science of Reading in a Spanish Dual Language Classroom Nancy Herrera, Pacific Learning |
| Fiesta III-IV | Connecting with Nuestras Familias: Community and Family Literacies Brenda González, Carmen Hernández, and Sylvia Ramírez – Bernio Elementary Education Dr. Anita Hernández, New Mexico State University |
| Pavilion I-II | “We are so much alike, but nobody wants to admit it...” Reactions to a Critical Bernalillo Nuevomexicano Language and Culture Curriculum Joseph Moreno, Ph.D., New Mexico Highlands University |
| Pavillion III | Bilingual Multicultural Education Act, BMEAC: 50th Anniversary: Where do We Want to be in the Next 50 Years? Dr. Suzanne Jacquez Gorman, Jesse Winter, Judy Touloumis, Bernard Chimoni, NMABE Board of Directors |

CONCURRENT SESSIONS — FRIDAY, APRIL 14, 2023

| Room | Session III • 3:10 p.m. – 4:40 p.m. |
|----------------|---|
| Enchantment AB | <i>Historias y cuentos de las acequias: Notes for a Community-Based Experiential Curriculum</i> Enrique Lamadrid , UNM Press and José Rivera, University of New Mexico |
| Enchantment CD | <i>Historia, lengua y cultura, una aproximación a nuestros estudiantes</i> Joel Francisco Lagunas Ibarra and Martha Beatriz Mata Ramírez , CILAC Friere, Cuernavaca, México |
| Enchantment EF | Support Systems for Bilingual Educators César Rubio, Carlos Rey Elementary School |
| Fiesta I-II | STEAM Activities Engaging Bilingual Students in Authentic Learning Experiences Natali Barreto-Baca and Angel Mendez, Truman Middle School |
| Fiesta III-IV | What Translanguaging can do for you as a Social and Racial Justice Educator in New Mexico Dr. Armando Garza Ayala, University of New Mexico |
| Pavilion I-II | Spanish Reading Tapestry Pedagogy Dr. Rocio del Castillo and Dr. Julia Cloat, Via Educational Consulting |
| Pavilion III | Seal of Biliteracy Student Portfolio Presentations Laura DuMond Kerr and Gladys Herrera Gurulé, Taos High School |

FRIDAY, APRIL 14, 2023 • CONCURRENT SESSIONS IV • 10:20 am - 11:50 am

Native Language Forum (Extended Session 10:00 am - 3:00 pm)

Sierra Vista

Dr. Carlotta Penny Bird and New Mexico Tribal Language Consortium Members

The intent of the forum is to bring forward the concerns of both school and tribal language programs regarding the growing need for Native American language teachers. While we have seen more support for Native languages in the schools and communities due to the Yazzie/Martinez lawsuit and increasing attention from policy makers to remedy the situation, there are challenges to certifying new language teachers and creating the supportive environments for their work. We want to explore current practices and what may be considerations for what has developed as a specialized field of teaching.

Water

Presentation | K-12: applicable across grade levels

Acequia & Land Grant Education in the Classroom (K-8) - Cultivating Literacy

Enchantment AB

Travis McKenzie | Teacher/Food Justice Organizer, Polk Middle School

Juanita Lavadre

This session will begin with a description of one school's efforts at connecting students to a place-based land and water curriculum as a way of making learning across the content areas more meaningful and applicable to our daily lives. Educators will then actively participate in a book-making activity intended to support literacy development and generate student ownership of their communities' narratives and histories. Participants will leave with a practical understanding of the acequia and land grant curriculum, its connections to the linguistic and cultural themes of NM's bilingual education programs, and a model of a student booklet.

Water

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

Bilingual Educators Rising: A Solution to Bilingual Teacher Shortage

Enchantment CD

María Gómez | Bilingual Educators Rising Lead Teacher, Hatch High School

In 2021 Hatch Valley High School began its first year of a Bilingual Educators Rising chapter in the Hatch Valley. In this session you will learn about our journey as we build a Grow Your Own Bilingual pathway to become a bilingual teacher that serves their community. Learn with us as we demonstrate how we have grown our program and built a safe space for our bilingual students to explore the field of education.

Water

Presentation | K-12: applicable across grade levels

Including ALL Language Learners – Conversations on Literacy Development for Language

Enchantment EF

Jesús Cervantes | Educational Consultant, Benchmark Education Company

The term Language Learners is a broad definition of many types of students. The approach to teaching literacy and biliteracy has become a lightning rod creating PROS and CONS in pedagogy, instruction, research, and language that is influencing school, district, and program decisions, including discussions on the science of reading. Join this session to gain information, share information and opinions, listen to shared and differing views, and participate in constructive conversation to enlighten, build coalition, and develop perspective in how we support ALL Language Learners.

Earth

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

Translanguaging Practices Through Orality in a Purépecha Classroom

Fiesta I-II

Minea Armijo Romero | PhD Candidate, University of New Mexico

In this session we will observe the language practices that manifest in a 10th grade high school classroom at the Escuela Indígena de Santa Fe de la Laguna. Several recordings and documentation of a class in “Lectura y Redacción” are unpacked to better understand how teachers at this school utilize the students’ community language to explain language functions in Spanish. This research is based on interviews with students, teachers, and families to better understand the role of community participation in the articulation of an Intercultural bilingual high school program in the Indigenous community of Santa Fe de la Laguna in Michoacán, México. Within that frame, language was a key element to be analyzed. The results of this research will provide valuable information that will inform curricular practices of students coming from these bilingual programs into bilingual programs in the United States. This research contributes to the field of education with a stronger emphasis in bilingual education.

Earth

Presentation | K-12: applicable across grade levels

The Need for Research in Indigenous Child Language Development

Fiesta III-IV

Ryan D Smith | Research Assistant, Indigenous Child Language Research Center, University of New Mexico

Kayleigh Russell | Research Assistant, Indigenous Child Language Research Center, University of New Mexico

Research on child language development plays an important role both in understanding cognitive development and in designing pedagogy and curricula. While child language development in majority languages is well studied, research on developmental patterns and milestones in Indigenous languages is rare. Because developmental patterns and milestones in Indigenous languages are mostly unknown, young speakers of Indigenous languages cannot be accurately assessed for cognitive development. In fact, bilingual children and non-native speakers of English are disproportionately represented in special education programs because of the lack of appropriate assessment tools for minority languages. There is currently not enough empirical research to develop adequate assessment tools or to inform evidence-based practices for developing Indigenous language learning programs for children in the Southwest. At the Indigenous Child Language Research Center at the University of New Mexico, we study language developmental trends of Indigenous infants and children, and offer training, support, and resources for other researchers of Indigenous languages. This workshop will discuss the pressing need for researching Indigenous child language development and its implications for language preservation and the assessment of Indigenous children. Participants will be encouraged to identify language-related needs in their communities and develop research questions and strategies to address those needs.

Wind

Workshop (hands-on) | Early Childhood: Preschool-1st grade

High-Quality Math Instruction: Providing Access for All

Pavilion I-II

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

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

AIM4S³™ provides teachers with a framework to ensure that all students, especially language learners, have equitable access to effective math instruction. Come learn about this ground-breaking framework. Participants will analyze classroom scenarios and videos identifying high-quality sheltered instruction in action with K-8 students. This session is intended for administrators, teachers, and professional development decision makers.

Earth

Presentation | K-12: applicable across grade levels

Taos Pueblo Tiwa Language - Development of Curriculum

Pavilion III

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

Joann Marcus Romero | Tiwa Language Instructor, Taos Pueblo Tiwa Language Program

The Taos Pueblo Tiwa Language Program has been revitalized over the past 5 years due to concerns of language loss and preservation. The Tiwa Language is unwritten and was taught through oral tradition in the home. To help preserve the language, it is now being taught in the classroom. The Tiwa Language Program (TLP) has been developing and designing curriculum and teaching materials used to create lesson plans for teaching Tiwa to preschool, K-12, and adult classes. The TLP has had to develop instructional materials based on the curriculum topics to teach in the classroom. A “Taos Pueblo Book of Four Seasons” was created to assist the Tiwa Language instructors in teaching the seasons of fall, winter, spring, and summer in the natural environment of Taos Pueblo. The books have illustrations that portray life experiences, animals, and people of the homelands of the Red Willow people. The books are currently being printed and will be released sometime in April 2023. The presenters will share their experiences and challenges of curriculum development and hope that it will inspire other Indigenous language programs.

Earth

Presentation | K-12: applicable across grade levels

Acequia & Land Grant Education (ALGE) Project: Nurturing Our Children With Knowledge About Land and Water (Panel Discussion)

Enchantment AB

Diana Torres-Velasquez | Associate Professor, University of New Mexico

Joaquín Argüello de Jesús | Doctoral Student, University of New Mexico

This panel conversation is intended to inform audience members about land grant and acequia community efforts to develop curriculum that can be used across all content areas within our K-12 public schools as a means of connecting learning to our families and the land/water that have sustained us for generations. Audience members will leave with an understanding of the rationale, goals, and accomplishments of the ALGE project and its desire to network and collaborate with partner educators across the state.

Earth

Panel Discussion | All Levels

Growing Our Own New Mexico Bilingual and Indigenous Educators

Enchantment CD

Mishelle Jurado | New Mexico Field Director, Ed Rising PDK

In this panel discussion, presenters will engage with participants on the current findings of a collaborative grant with PDK International Educators Rising National office, NM Educators Rising state office, the Kellogg Foundation, the NMPED, and local New Mexican educators on the co-construction of bilingual and Indigenous spaces of Grow Your Own in our state. We will share initial findings and provide suggestions to all stakeholders on how to center the GYO focus on Bilingual and Indigenous students. The four brown papers highlight Bilingual Education spaces, Indigenous Education spaces, Voices from the Field, and a college guide for high school students who are entering post-secondary education. Hear from task force members and brown paper authors as they provide their views on how we can improve access to the education field for our bilingual and Native youth through a critical and transformational Indigenous model. Finally, there will be a question and answer portion at the end of the discussion.

Fire

Presentation | All Levels

Traditional Songs in Spanish to Support Language and Community

Enchantment EF

Sarah Farrell Sandoval | Music Teacher (Spanish K-8), Academy of Bilingual Education

Traditional songs, dances and games provide an engaging way for students to sing, play, dance and create music while developing the target language of Spanish and building community. This hands-on presentation will provide resources and examples of songs, dances, games, and lesson extensions designed to reach students through the inclusion of cultural musical traditions that foster engagement, community, language development, creativity, and cooperation. Join us as we sing, play, and collaborate while exploring how to use traditional songs and games to develop a strong musical language program.

Earth

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

The Science of Reading in a Spanish Dual Language Classroom

Fiesta I-II

Nancy Herrera | 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.

Earth

Presentation | Early Childhood: Preschool-1st grade

Connecting with Nuestras Familias: Community and Family Literacies

Fiesta III-IV

Brenda González | Bilingual Teacher, Bernio Elementary Education

Anita Hernández | Professor, New Mexico State University

Carmen Hernández, Sylvia Ramírez | Bilingual Teachers, Berino Elementary School

Join us to learn about three family-engagement programs bilingual teachers created to connect with families. All programs tapped into families' linguistic, cultural, social, and aspirational capital (Yosso, 2005). Two second- and third-grade teachers invited parents to the classroom to talk and demonstrate household knowledge. Learn how the teachers connected with the families, the families' talks and demonstrations, the children's learning and involvement, and the follow-up classroom activities. In the next program, a fourth-grade teacher created a language, literacy, and art program in Spanish for newcomer adults and their children (Flores, 2019). The teacher used bilingual books, cultural symbols, and letters in the four online family-literacy sessions. The online session had a powerful impact on the participating parents and children. Finally, in the third program, the teachers created a class cookbook as a way to learn from families (Murillo, 2012). All families were involved in selecting a favorite recipe. This activity, too, was compelling in its significance to the children and families. As mothers, fathers, grandmothers, aunts, and uncles brought their dish to share, a community was built. All of these innovative programs impacted students' bilingualism, biliteracy, engagement, and learning.

Fire

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

Pavilion I-II

Joseph Moreno, Ph.D. | Metro Center Director, 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.

Fire

Presentation | Secondary: 6th-12th grades

Bilingual Multicultural Education Act, BMEAC: 50th Anniversary: Where do We Want to be in the Next 50 Years?

Pavilion III

Dr. Suzanne Jacquez Gorman – NMABE President, Jesse Winter – Parent Representative, NMABE, Judy Touloumis – Past President
Bernard Chimoni – Vice President NMABE

Please join the NMABE Board of Directors in a reflective conversation about bilingual education. NM Bilingual Multicultural Education Program data will be highlighted. Each participant will be asked to respond to questions about their own school experience, their current work practice, and where they hope to make a difference in bilingual education in the future. Time will be allotted for sharing and collaborative strategic goal-setting related to NM's BMEAC. Together we can pave the way for future generations to have increased bilingual-learning opportunities and to take bilingual education to the next chapter in NM's history.

Water

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

Historias y cuentos de las acequias: Notes for a Community-Based Experiential Curriculum

Enchantment AB

Enrique Lamadrid | Conexiones Series Editor, UNM Press

José Rivera | Center for Regional Studies, Emeritus Professor, University of New Mexico

Acequias broaden riparian zones, grow food, increase biodiversity, and create beautiful cultural landscapes in high deserts the world over. Each one has its own origin story and history that acequeros love to recount. Enrique Lamadrid wrote a bilingual children's book, *La Acequia de Juan del Oso*, based on the folktale of the superhero son of the Great Bear. It recounts the history of the famous acequias in the valleys of Mora where José Rivera grew up. He learned firsthand that acequias are historic working landscapes that require a high degree of community cooperation, respect, and hard work. From a tender age, people learn to love, govern, and defend their water. Lamadrid and Rivera collaborate often in their teaching and research in New Mexico, Mexico, and Spain. Their new anthology *Water for the People: The Acequia Heritage of NM in a Global Context (2023)* gathers acequia stories from around the world. Acequias are natural training grounds for community and experiential education. This team of emeritus UNM professors will share their teaching strategies and experiences from elementary and secondary schools through graduate studies and field schools. They will present in Spanish and conduct a bilingual workshop for participants.

Water

Presentation | K-12: applicable across grade levels

Historia, lengua y cultura, una aproximación a nuestros estudiantes

Enchantment CD

Joel Francisco Lagunas Ibarra | CILAC Friere Spanish Immersion School, Cuernavaca, México

Martha Beatriz Mata Ramírez | CILAC Friere Spanish Immersion School, Cuernavaca, México

Algunas ideas que nos ayudarán a conocer un poco más a nuestros estudiantes que tienen una herencia familiar vinculada a México / a los países de América Latina. Tomaremos las ideas de Paulo Freire para ponerlas en la praxis de la vida cotidiana.

Fire

Presentation | K-12: applicable across grade levels

Support Systems for Bilingual Educators

Enchantment EF

César Rubio | Bilingual Teacher, Carlos Rey Elementary School

Teachers responsible for bilingual programs face many challenges every day in the process of teaching two languages. However, we know that the great responsibility for the implementation of Bilingual Programs in the State of New Mexico should not only fall on those who are in front of students who are acquiring and developing two or more languages at the same time. The implementation of bilingual programs has become a challenge and a constant search for strategies, materials, economic resources and, above all, the support of the administrative authorities, which in many cases make decisions about how, and what type of program should be implemented. The educator must know and be in constant updating of the methodologies, strategies, and resources that can be used for a more effective practice. During the presentation of a system for bilingual educators, bilingual educators will be shown various activities, strategies, resources, and methodologies that a bilingual teacher can use as resources in their daily teaching, and the modifications they have made to achieve success with their bilingual students.

Wind

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

STEAM Activities Engaging Bilingual Students in Authentic Learning Experiences

Fiesta I-II

Natali Barreto-Baca | Science STEAM Teacher, Truman Middle School

Angel Mendez | Social Studies Teacher, Truman Middle School

In this session, participants will explore how STEAM activities provide many opportunities to engage bilingual students (English and Spanish) in Science, Technology, Engineering, and Mathematics (STEM), and Social Studies utilizing different digital platforms such as Coding, VEX Robots, Scratch, Tinkercad, Digital Interactive Notebooks and Digital portfolios.

Earth

Presentation | K-12: applicable across grade levels

What Translanguaging can do for you as a Social and Racial Justice Educator in New Mexico

Fiesta III-IV

Dr. Armando Garza Ayala | Professor, University of New Mexico

For years now, I have taught translanguaging pedagogies to pre- and in-service teachers. And throughout those years, common questions have emerged, "when did translanguaging start as a pedagogy? Why didn't we know about it? Why do mentor teachers not know about it? Why have we not experienced any translanguaging-related professional development in our schools? It seems that translanguaging is only in books/articles, right? If translanguaging works, why aren't school districts implementing it?" This presentation will examine these questions as positions of newly TESOL or bilingual-endorsed teachers as they advocate for the implementation of translanguaging pedagogies as a way to better teach Emergent Bilinguals (EBs) in their schools. I will be drawing from three frames: (1) language ideologies (Gee, 2015; Woolard, 1998), (2) positioning theory (Davies & Harré, 1999, 2001) and (3) translanguaging as a pedagogical tool (García, 2009; García et al., 2017). This practitioner study analyzes focus-groups, class-discussions, and students' artifacts, and groups its findings into two major themes: (a) Perspectives of pre- and in-service teachers towards translanguaging, and (b) their positioning as translanguaging practitioners. This work contributes to an emerging field where translanguaging is incorporated into every classroom regardless of its classification.

Fire

Presentation | K-12: applicable across grade levels

Spanish Reading Tapestry Pedagogy

Pavilion I-II

Dr. Rocio del Castillo | Principal Consultant, Via Educational Consulting

Dr. Julia Cloat | Author/Principal Consultant, Via Educational Consulting

Teachers who teach in dual language or bilingual classrooms understand what it means to embrace the additive nature of multilingualism. Yet, these teachers may not know the best ways to teach their students to read in Spanish. In this presentation, teachers will take a close look at both the universal aspects of language and those that are specific to Spanish, so they are better able to provide authentic and successful literacy experiences for their students. Participants will be introduced to the Spanish Reading Tapestry Pedagogy, which reimagines the Science of Reading and creates a linguistically authentic framework that is used to teach students to read Spanish in a multilingual environment. Teachers will be given practical ways to provide authentic "lectoescritura" experiences for their students and to facilitate the cross-linguistic connections that are woven together in this framework, and leave knowing that they can successfully apply the approach in their classroom to provide systematic and explicit reading instruction in Spanish.

Earth

Presentation | K-12: applicable across grade levels

Seal of Biliteracy Student Portfolio Presentations

Pavilion III

Laura DuMond Kerr | Teacher, Taos High School

Gladys Herrera Gurulé | Family Literacy Coach, Taos High School

At Taos High School, students investigate a cultural theme of their choice in two different Spanish-speaking or French-speaking communities and present this research to a panel of community members, professors, and teachers to obtain the Seal of Biliteracy. We will outline the 8-week process through which students develop literacy and higher-level thinking skills as they prepare for their final presentations comparing the theme in two different communities.

Earth

Presentation | Secondary: 6th-12th grades

TRANSLANGUAGING ACROSS CONTEXTS

JUNE 8 - 9, 2023





Dr. Susana Ibarra Johnson



Dr. Nelson Flores



Ofelia Garcia

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- Understanding Translanguaging Pedagogy and its effectiveness in the classroom by leadership

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GREETINGS AND WELCOME

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INTRODUCTION OF KEYNOTE

Dr. Jesús Moncada
NMABE Treasurer

NO SOY DE AQUÍ, NI FROM OVER THERE. LIVING IN THE MIDDLE NEGOCIANDO IDIOMA Y CULTURA EN “EL PUENTE”

José R. Reyes



Born in El Paso, TX to parents of immigrant José was a first-generation Mexican American. He struggled in school, as he worked to acquire and learn English. There were some attempts to eradicate his Spanish, but José held out. “It was a very trying and dynamic time to grow up in, a time of “English-Only” and yet try to maintain my identity as Mexican because my Spanish as not adequate either. I defined the profile of “English language learner.”” José received a bachelors degree from College of Santa Fe and began his career in education career in the Gadsden Independent School District as an Elementary Bilingual teacher. Five years later started at University of Texas at El Paso (UTEP) working on a masters degree. Following graduation, he became an adjunct faculty member at El Paso Community College and taught until 2018. Currently, José is on his 42nd year as an educator for for Gadsden ISD. Along the way, he has have worked to make Bilingualism and Biliteracy for ALL, the hallmark of his career. He was selected as the 2002-03 District Teacher of the Year and NM State finalist, and was honored to receive the NMABE Henry Pasqual Award in 2015. José’s most endearing accomplishment was to be awarded an “honorary” doctorate from the University of the Bilingual Funds of Knowledge by his district colleagues. *¡Arriba los maestros bilingües!*

NMABE STRATIGIC PLAN

Dr. Elisabeth Valenzuela
NMABE Executive Director

SPECIAL ANNOUNCEMENTS

Jessie Winter
NMABE Parent Representative

CONCURRENT SESSION — SATURDAY, APRIL 14, 2023

| Room | Session I • 10:20 a.m. – 11:50 a.m. |
|----------------|--|
| Enchantment AB | Teaching Cognates/Cognados Through Picture Books Anita Hernández, Ph.D. and Jose Montelongo New Mexico State University |
| Enchantment CD | Culturally Responsive, Cross-Content, Project-Based Learning in the Dulce Independent Schools District Cherry Malaque and Marcella Talamante Dulce Public Schools |
| Pavilion I-II | Essential Characteristics of Quality Dual Language Programs Evelyn Chávez and Yanira Gurrola Dual Language Education of New Mexico |
| Pavilion III | Integrating Traditional Navajo Culture for SEL Dr. Joseph Chee, Chee Educational Consultant |
| Sierra Vista | Bilingual Education a <i>través de las voces de los niños y niñas de Nuevo Mexico</i> Daniela Acosta, Bernalillo Elementary School Saasha Lambson and Erika Mata, New Mexico Highlands University |

Teaching Cognates/Cognados Through Picture Books

Enchantment AB

Anita Hernández Ph.D. | Professor, Kidd Endowed Chair in Literacy, New Mexico State University

Jose Montelongo | Project ELevate Director, New Mexico State University

English and Spanish have much in common. We focus on resources for fostering Spanish–English vocabulary connections. Join us in learning about academic vocabulary and how Spanish–English cognates bridge the curriculum for students. There is a growing demand for educational responsiveness that 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 text is highly dependent on their ability to demonstrate fluency in comprehending the vocabulary and language structures arising in text and connected to content learning.

Earth

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

Culturally Responsive, Cross-Content, Project-Based Learning in the Dulce Independent Schools District

Enchantment CD

Cherry Malaque | Assistant Principal, Dulce Elementary School

Marcella Talamante | DISD Community Education Liaison, Dulce Middle and High School

Dulce Independent Schools have intentionally targeted instruction to include CLRE efforts to increase student attendance and levels of proficiency. Teaching students about the value of who they are and making the connection to their language and culture is paramount to overall student success. Projects from 1st grade homeroom teachers, middle school Social Studies, and 9th grade English will be presented. Topics include medicinal plants, the water cycle, Atlatl's, traditional corn grinding, and modern quilt sewing. The aim of these projects is for students to connect to the community's local Indigenous knowledge to help them see the importance and the beauty of the healing Earth and their culture, which people from ancient times used to help preserve life and allow chances for survival. Students realized the impact of these projects from the wisdom of their elders and discovered the commonalities in various places and cultures. With the assistance of their teachers, parents and guardians, students used their knowledge in science, ELA, and Math to prepared an in-school exhibit for other students to learn and/or submitted project descriptions and pictures to the local newspaper.

Earth

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

Essential Characteristics of Quality Dual Language Programs

Pavilion 1-II

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

Yanira Gurrola | Professional Development Coordinator, Dual Language Education of New Mexico

When building a dual language program, it is critical that you have the right support, resources, shared leadership, and knowledge. Join us for this session that will help you understand everything from the foundational components of dual language, to the systems and relationships that will help ensure a sustainable and successful program.

Water

Presentation | K-12: applicable across grade levels

Integrating Traditional Navajo Culture for SEL

Pavilion III

Dr. Joseph Chee | Chee Educational Consultant

NM FaCES is a public-private partnership that provides solutions to ensure that all families can take advantage of the education, health, and employment benefits broadband deployment can provide. NM FaCES delivers the experiences New Mexicans need to improve their communities and lives in the following areas: reading and writing skill development in English, Spanish and Tribal languages, tools and support for sharing their stories within their communities, and to a larger audience, workplace skill development with links to local companies and job opportunities through existing state and local agencies, and most importantly, and/or people who listen, connect people, leverage existing organizations and agencies, and help to build strong communities.

Fire

Workshop (hands-on) | All Levels

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

Sierra Vista

Daniela Acosta | Dual Language Teacher, Bernalillo Elementary School

Saasha Lambson | New Mexico Highlands University

Erika Mata | New Mexico Highlands University

We are on the eve of the 1973 Bilingual Multicultural Education Act, as part of the 50th anniversary of this historical 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.

Fire

Presentation | All Levels

SPANISH READING PROGRAMS



El Sistema de la Intervención
de Lectura



Essential Components of Reading Instruction



Phonemic Awareness



Phonics



Vocabulary Development



Comprehension Strategies



Fluency

Honoring Mela Leger Bilingual Education Leader and Advocate (1928-2006)



Mela Leger held such strong beliefs about the rights of children to receive a bilingual education that she served at district, state, and national levels in different capacities to promote programs and materials that were sound and in the best of children's development.

There is a state historical road marker located on the Highway 84 between Santa Rosa and Las Vegas, New Mexico, dedicated to Mela Leger that explains how she was raised by her grandparents and at a very early age learned to read the newspaper to her grandfather, who was blind. The marker also includes the fact that Leger was considered a pioneer in bilingual education by establishing one of the first bilingual-multicultural schools to safeguard children's right to speak and learn Spanish as guaranteed by the state Constitution.

Mela married Ray Leger, another leader in New Mexico's development of bilingual education programs, who served as superintendent of the West Las Vegas School District and in the state legislature. He engaged in many battles in support of bilingual education.

She also served on the State Bilingual Advisory Committee to the State Board of Education; as chair of this body for four years, she was also involved in developing the Guidelines for Implementing Bilingual Education in 1975 (SBE No. 75-19). Mela was also the principal of the elementary school that offered the 1965 Title I bilingual multicultural education program after the Pecos project. Leger became involved in several curriculum pilot projects, she piloted material and curriculum, offered in-service workshops to teachers throughout the state and then nationally. Mela Leger also helped write the historical Bilingual Multicultural Education Act of 1973.

Mela continued her dedication to bilingual education and served in major landmark judicial efforts. For example, she was invited to be part of the State Department of Education's monitoring team in Portales, New Mexico, before the Serna family sued the Portales school district. She also worked with the Southwest New Mexico Teacher Training Center, helping several districts serve Spanish-speaking children following the landmark Supreme Court case *Lau v. Nichols*. Leger also served with the Albuquerque Public Schools and taught courses at the University of New Mexico, during which she traveled to Latin American countries to train teachers.

On the 50th anniversary of the 1973 Bilingual Multicultural Education Act, NMABE honors and celebrates Mela Leger for her leadership and advocacy of bilingual education in our state.

The passage above comes from the book *The Shoulders We Stand On: A History of Bilingual Education in New Mexico* by Rebecca Blum Martinez & Mary Jean Habermann López (2020).



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MASTER OF CEREMONIES

Victoria Tafoya
NMABE Volunteer

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.

Myra Martínez
Espanola Public Schools

THE HENRY W. PASCUAL TEACHER EXCELLENCE IN BILINGUAL EDUCATION AWARD

Norma Quinoñes
Albuquerque 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.

Joella Apodaca
Taos New Mexico

INDIGENOUS EDUCATOR/ADVOCATE AWARD

Charlene Bigmouth
Ruidoso High School

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

Adrian I. Sandoval
CESDP
New Mexico Highlands University

Dr. Derrick Lente
New Mexico Representative

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.

THE BEN LUJÁN LIFETIME ACHIEVEMENT AWARD

The Ben Luján Lifetime Achievement Award is named after the late Speaker of the House, Rep. Ben Luján, who served with distinction as one of New Mexico's longest-serving legislators. As the Speaker of the House, he became one of the most powerful legislators in the state and in the state's history, and he became equally more humble, passionate and caring.

David Briseño
La Casa Family Health Center

Speaker Luján was often fondly referred to as "the champion of the people." His ability to be accessible to all was one of his hallmarks. He was open to ideas, especially those of educators, and developed a trust and confidence in them, which in turn, created an extraordinarily profound partnership. As a staunch supporter for education, Speaker Luján led the efforts over the years to sustain the funding for education. He supported the creation of the Bilingual Multicultural Education Act of 1973. He also created special legislation to develop and implement after-school K-8 programs as an enrichment and academic support for all students, especially for those at risk.

Diego González
Albuquerque Sign
Language Academy

EDUCATIONAL ASSISTANT OF THE YEAR

This award recognizes an outstanding educational assistant from New Mexico.

UNIVERSITY BILINGUAL EDUCATION PROFESSOR OF THE YEAR

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.

Dr. Elisabeth Valenzuela
New Mexico Highlands University

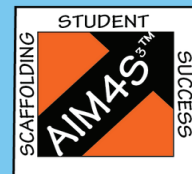
Dr. Vincent Werito
University of New Mexico

JUNE 5-6

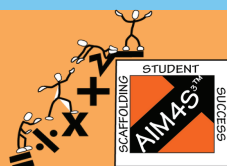
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Wriel@WorldClassED.me

Annie Nguyen

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Nancy Herrera

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Bonnie Miriam Buck

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Albuquerque, NM 87102
505-243-0648

Leslie Sánchez

information@dlenm.org

ENLACE New Mexico

www.enlacenm.unm.edu

Mesa Vista Hall Suite 1060
University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-5481

Dr. Lawrence Roybal

lroybal@unm.edu

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Curtis Gomez

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Technology and Education Center
Bldg. #64, 3rd Floor
Albuquerque, NM 87131
(505) 277-0111

Jay Parkes Ph.D.

parkes@unm.edu

EXHIBITORS

Abq Bilingual Academy (Job Fair)

www.lpelc.com

7500 La Morada PI NW
Albuquerque, NM 87120
(505) 836-7706

David Bryant

dbryant@lpelc.com

Alegra Learning

www.joyschoolenglish.com

3210 North Canyon Road Ste 306
Provo, Utah 84604
915.603.2013

Jesse Sanchez

jesse@alegralearning.com

CESDP

www.cesdp.nmhu.edu

1112 Plaza del Norte
Española, NM 87532
1-866-587-2558
(505) 747-7238

Adrian Sandoval

aisandoval@nmhu.edu

Cien Aguas Escuela Internacional (Job Fair)

www.cienaguas.org
2501 Buena Vista Drive SE
Albuquerque, NM 87106
505-255-0001

Robert Gallegos

rgallegos@cienaguas.org

Dulce School (Job Fair)

www.dulceschools.com

PO Box 547
Dulce, NM 87528
575-759-3225

Melody Gomez

mgomez@dulceschools.com

Educators Rising NM

www.educatorsrisingnm.nmsu.edu

O'Donnell Hall-NMSU
Las Cruces, NM 88003-8001
(575) 646-1595

Crystal Chavez

crychavez@nmsu.edu

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www.ellevationeducation.com

50 Milk St 20th Floor
Boston, MA 02109
781-303-7598

Kayla Fontalvo

kayla.fontalvo@ellevationeducation

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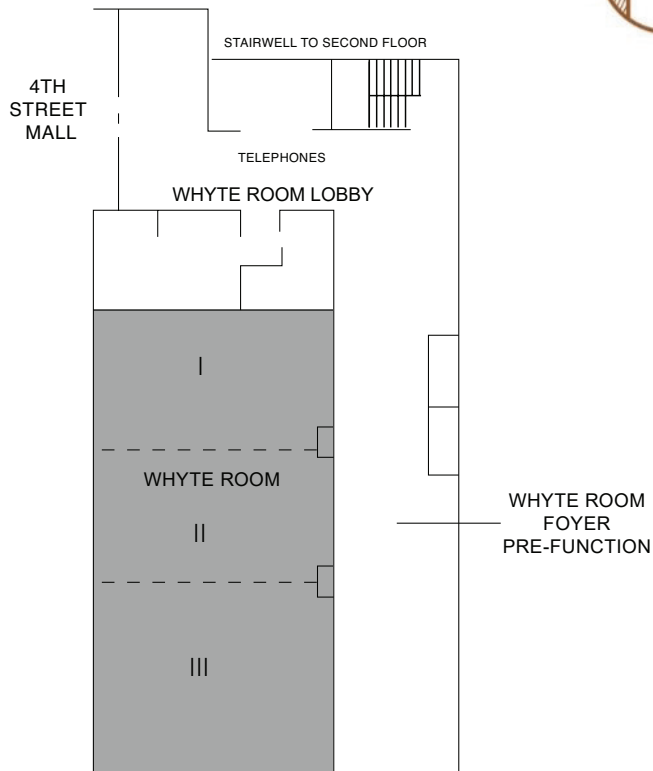
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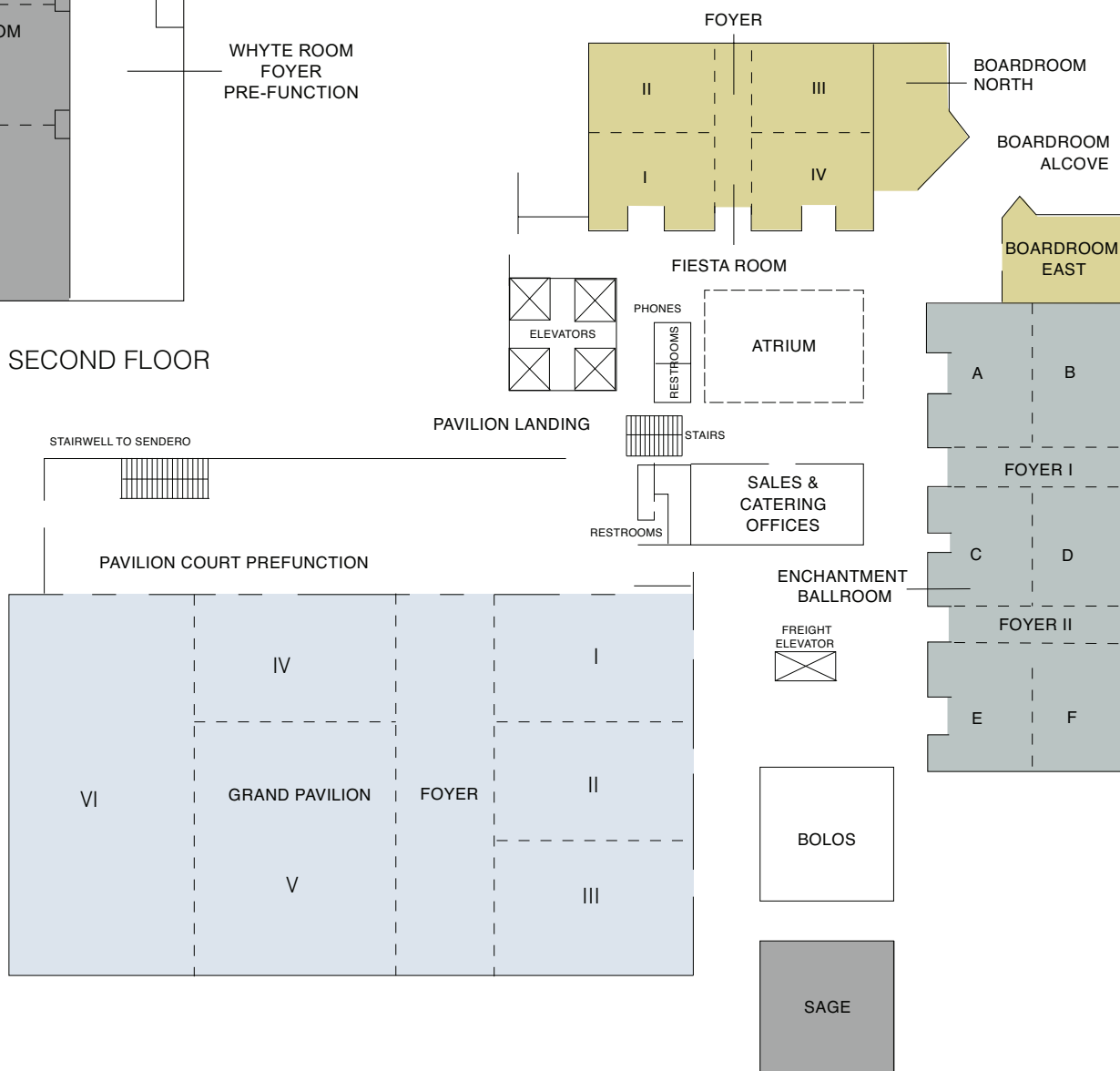
THE CLYDE HOTEL

NMABE 2023 PRESENTATION ROOMS

GROUND LEVEL



SECOND FLOOR



John Paul Taylor (1920-2023)

John was born on August 24, 1920, in Chamberino, NM. He grew up in a bilingual bicultural environment at home, at school, and community in southern NM. In 1942 he graduated with a major in history and minor in English from the New Mexico College of Agricultural and Mechanic Arts. Taylor served as a teacher, principal, director of federal programs, and associate superintendent in Las Cruces Public School system from 1951-1985.



Taylor was instrumental in the establishment of the first two-way bilingual education program in New Mexico in 1967. He was a strong advocate for bilingual education program implementation that integrated the history and culture of the students. During his eighteen-year tenure as a legislator, Taylor sponsored the legislation that supported the development of Prueba de Español exam, the summer Spanish Immersion Institutes for all state universities and for students in grades K-12 to participate in bilingual education.

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Spanish Embassy Spanish Resource Center

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Albuquerque, NM 87102
505-724-4746

Mariola Sánchez Cascón
mariola.sanchez@educacion.gob.es

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The UNM College of Education & Human Sciences is committed across all areas of our academics and research to the preservation, visibility, and strengthening of the languages and culture that sustain the diverse people that call this land their home.

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2023

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June 30 - July 1, 2023

The National Spanish Spelling Bee will be held Friday, June 30 and Saturday, July 1, 2023 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.

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