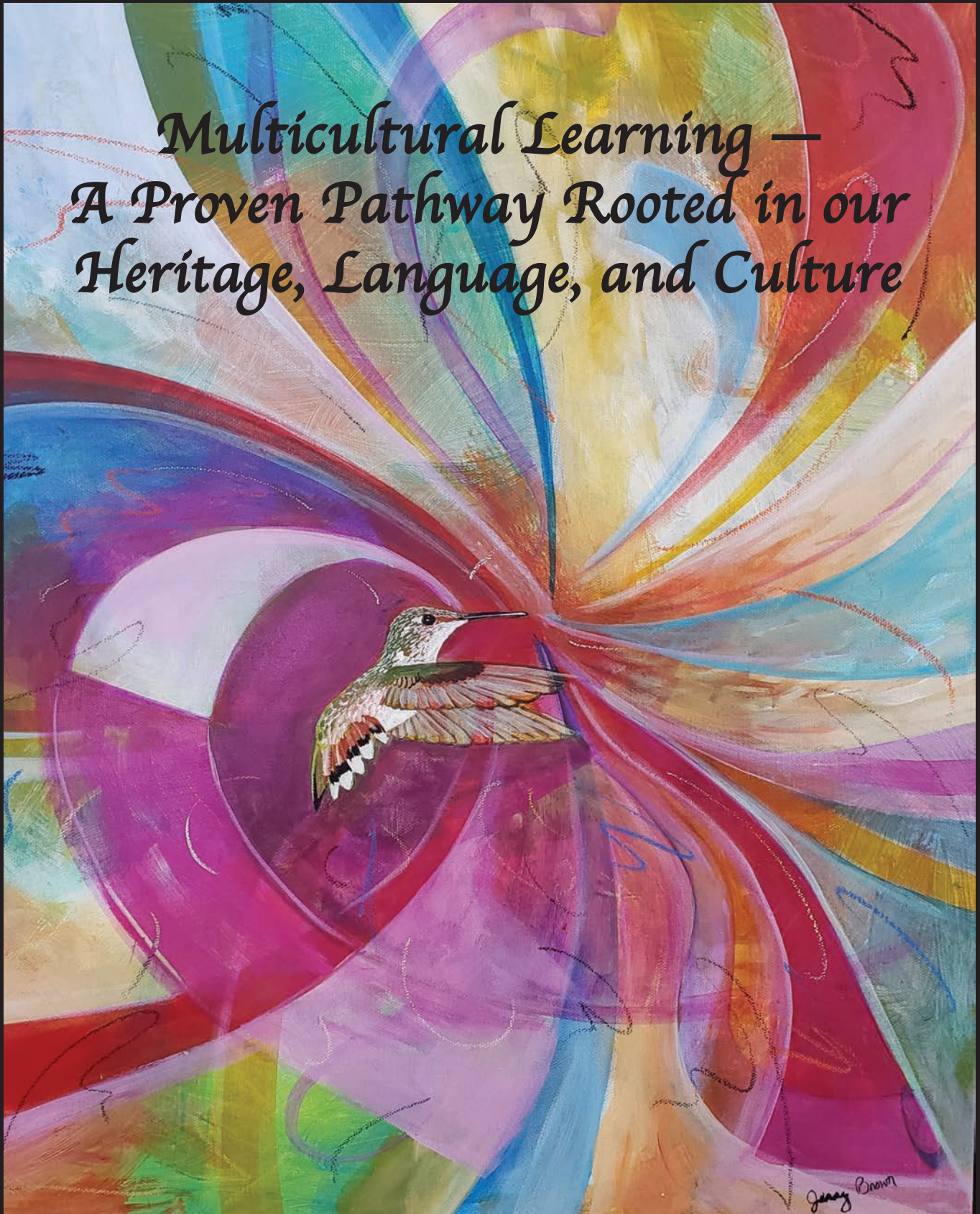


New Mexico Association for Bilingual Education
46TH ANNUAL CONFERENCE

*Multicultural Learning —
A Proven Pathway Rooted in our
Heritage, Language, and Culture*



February 10 - 12, 2020
Albuquerque, NM



46th Annual NMABE Conference

Multicultural Learning — A Proven Pathway Rooted in our Heritage, Language, and Culture



CONFERENCE OVERVIEW

Monday, February 10, 2020

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
10:15 am – 11:45 am	Concurrent Sessions 1
12:00 pm – 1:30 pm	Lunch Session (lunch provided for conference participants)
1:30 pm – 3:00 pm	Concurrent Sessions II
3:15 pm – 4:15 pm	NMABE Board general meeting for all members

Tuesday, February 11, 2020

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
10:15 am – 11:45 pm	Concurrent Sessions III
12:00 pm – 1:20 pm	Lunch Session (lunch provided for conference participants)
1:30 pm – 3:00 pm	Concurrent Sessions IV
3:10 pm – 4:40 pm	Concurrent Sessions V
7:30 pm – 9:30 pm	President's Reception

Wednesday, February 12, 2020

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 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.*



The New Mexico Association for Bilingual Education

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

Yá'át'ééh, Greetings, ¡Bienvenidos!

EXECUTIVE BOARD

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On behalf of the New Mexico Association for Bilingual Education (NMABE) Executive Board of Directors it is my pleasure to welcome you to the 46th Annual Conference 2020. This year's theme **"Multicultural Learning – A Proven Pathway Rooted in our Heritage, Language and Culture"** recognizes the importance of validating our students' diverse languages and cultures in the state of New Mexico. What legacy should be left for New Mexico youth and for all students? What language(s) are spoken in your community? Whose responsibility is it to teach New Mexico students about the rich languages and cultures within our state and communities?

This year's theme challenges community members, educators, and leaders to look within their communities to find the language brokers and teachers of the diverse language(s) and cultures to pass on their traditions. The theme is aligned to 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. This year's theme also recognizes the importance of the many different kinds of educators in the lives of New Mexico students, parents, extended family members, teachers, administrators, paraprofessional and peers.

I hope NMABE 2020 Conference will allow you to grow professionally as an educator of languages and cultures and to be inspired by your colleagues over the course of the next three days as you become actively engaged in the multiple sessions. As a member of NMABE, you are a partner in our shared responsibility of educating our emerging bilinguals and multilinguals within our state. We cannot do this work alone and we call on all bilinguals and multilinguals in all communities to help preserve, sustain, and provide a pathway that is rooted in our heritage, and all languages and cultures represented in New Mexico.

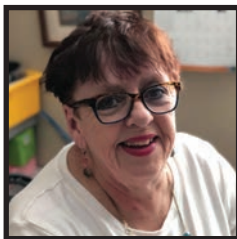
Ahéhee'! Thank you! ¡Gracias!

Carmelita Lee, NMABE President

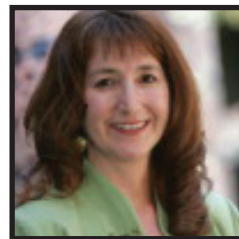
NMABE BOARD OF DIRECTORS



Carmelita Lee
President
Farmington Public Schools



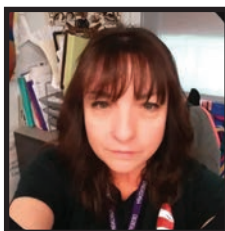
Judy Touloumis
President - Elect
Albuquerque Public Schools



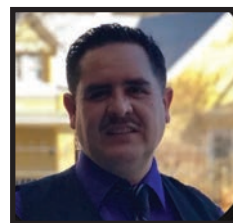
Suzanne Jacquez Gorman
Past-President
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Gladys Herrera-Gurulé
Vice President
Taos Municipal Schools

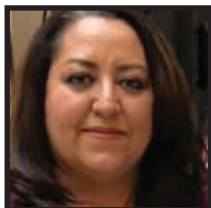


Rosemary Carrasco
Secretary
Carlsbad Municipal Schools



Jesús Moncada
Treasurer
*Christine Duncan
Charter School*

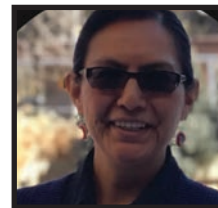
NMABE REPRESENTATIVES



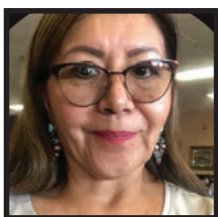
Mayra Lucero
SBAC Representative



Jesse Winter
*Dual Language Education of
New Mexico
Representative*



Ina Montoya
*Apache
Representative*



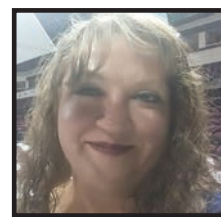
Dolly Manson
*Navajo
Representative*



Alice Martínez
*Pueblo
Representative*



Corina Alvarez
Member at Large



April Vallejos
Parent Representative

CITY OF ALBUQUERQUE



January 28, 2020

¡Bienvenidos! Yá'át'ééh! Welcome!

It is with great pleasure to welcome the participants of the New Mexico Association for Bilingual Education annual conference back to Albuquerque for your 46th! As a city, we embrace the cultural and linguistic diversity in our state and appreciate the opportunity this conference provides in support of bilingual educators in their work and in their professional growth.

I would like to thank the New Mexico Association for Bilingual Education for hosting this conference. The New Mexico Association for Bilingual Education is dedicated towards supporting bilingual educators in their outstanding work and in their professional growth throughout the state of New Mexico. This work is critical to eliminating barriers and narrowing the achievement gap for all of our students and we know the experience and knowledge you will take away from this event will be invaluable. Participants during NMABE 2020 annual conference will attain career enrichment skills and be afforded the opportunity to network with subject matter experts from around the state.

PO Box 1293

Albuquerque

NM 87103

If you're visiting us, I hope you get the chance to explore our great city. Take in some of the sights and sounds that you may encounter in a city as vibrant as ours. For a taste of our culture and history, the Indian and Hispanic Cultural Centers are great places to spend time. Old Town Albuquerque is a must see, where you get to experience our New Mexican Southwest heritage. Please don't forget to enjoy the outdoors by visiting our beautiful Sandia Mountains and Rio Grande River.

Welcome to Albuquerque!

www.cabq.gov

Sincerely,

Timothy M. Keller
Mayor

NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION

Celebrate new solutions for K-12 Spanish programs!

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SAVE THE DATE

Dual Language Education of New Mexico

Summer Institutes

June 1 - 3, 2020 • Albuquerque, NM

AIM4S³™
MATH INSTITUTE
June 1 - 2, 2020



Looking for better ways to meet the needs of your students who struggle with math? AIM4S³™ is here for you! Participate in our institute and learn exciting new strategies that have students doing the heavy mathematical thinking and questioning in your classroom.

Project GLAD[®]
Guided Language Acquisition Design
SUMMER INSTITUTE
June 2-3, 2020

Struggling to build academic language and literacy with your second language learners? Project GLAD[®] can help! Sessions will include: teaching for social and emotional learning, creating collaborative structures to maximize class synergy, metacognitive learning, and integrating language, content, and cultural objectives into lessons and units.

NATIVE LANGUAGE SYMPOSIUM
June 3, 2020

**GIFTING OUR LANGUAGE TO THE
NEXT GENERATION OF SPEAKERS**

Join us as we consider how tribal communities are meeting their obligation to gift their language to the next generation. Sessions will include teachers, advocates, tribal youth, and leaders who will share their thoughts and experiences in the urgent work of learning and teaching their native language.

DLeNM Summer Institutes are open to ALL!
For more information, visit us online at www.dlenm.org today!

Dual Language Education of New Mexico • 1309 4th Street SW, Suite E • Albuquerque, NM 87102



EVENTS CENTER FOYER

7:00 a.m. - 5:00 p.m.
Monday, February 10 –
Wednesday, February 12

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.

THE PRESIDENTS' RECEPTION

La Ventana
7:30 p.m. - 9:30 p.m.
Tuesday, February 10

Join Carmelita Lee, 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, New Mexico's own, James Junes, one-half of the "James & Ernie Comedy" duo and also part of the "49 Laughs Comedy" troupe, will elicit laughs from our conference attendees and their guests. Light horsd'oeuvres will be served

FIRST GENERAL SESSION

Sandia IV-VIII
8:30 a.m. - 10:00 a.m.
Monday, February 10

As NMABE opens the First General Session of the Conference we will present the colors. Carmelita Lee, NMABE President, will welcome guests and introduce the NMABE Board. Teachers Against Detention will share information regarding work in our community, followed

by Corina Alvarez, NMABE Board Member who will then introduce our keynote speaker. Keynote speaker, Ovidilio Vásquez will present on Leveraging Relational Capacity for Student Success. NMABE DLeNM Representative, Jesse Winter, will close our general session by sharing announcements, the conference schedule, and the President's Reception. There will be a book signing by Ovi Vásquez in the lobby.

LUNCH SESSION

Sandia IV-VIII
12:00 p.m. - 1:30 p.m.
Monday, February 10

Join Ina Montoya, Apache NMABE Representative as she introduces this year's conference poster artist, Jerry Brown. Followed by Victoria Tafoya, NMABE Director and future bilingual teacher and member of Educators Rising, Daisy Boyar. Katie Avery, Interim Director of the Community Engagement Bureau, NMPED. Today's lunch session will conclude with information regarding NMABE general elections. NMABE General Board meeting for all members will take place today, 3:15 p.m. - 4:15 p.m. Join NMABE Board of Directors as they share with the NMABE Membership the status of the organization, financial reports, upcoming projects, and plans. As NMABE Members, join the Board of Directors to learn more about NMABE and how you can become more involved!

SECOND GENERAL SESSION

Sandia IV-VIII
8:30 a.m. - 10:00 a.m.
Tuesday, February 11

NMABE President-Elect, Judy Toulomuis will welcome participants, sponsors and

exhibitors as well as introduce Mayra Valtierrez, Director of Language and Culture Bureau, NMPED. She will speak to the audience and introduce a few members of her team responsible for the support and implementation of Bilingual Multicultural Education Programs, Indian Education Programs, and Hispanic Education Programs. Dolly Manson, NMABE Navajo Representative will then introduce our keynote speaker, Dr. Ofelia Zepeda as she shares Reflections on an Indigenous Language Worker's Journey. Closing out our session will be NMABE Board members, Rosemary Carrasco and Corina Alvarez who will review the process for NMABE Board of Directors nominations.

LUNCH SESSION

Sandia IV-VIII
12:00 p.m. - 1:30 p.m.
Tuesday, February 11

Join Victoria Tafoya, NMABE Director as she introduces Patricia Latham from Transform Education New Mexico, who will share with you the work that TENM is currently engaged in, followed by the NMABE general election

THIRD GENERAL SESSION

Sandia IV-VIII
8:30 a.m. - 10:00 a.m.
Wednesday, February 12

NMABE Past-President, Suzanne Jacquez-Gorman will welcome participants and introduce Azul Cortez, from DLeNM and Aleide Palacios, who will share their story and vision for the future of education in New Mexico. NMABE President Elect, Judy Toulomuis, will then introduce our keynote speakers; the team from Coronado Elementary School: Nathaniel

CONFERENCE EVENTS

Kuster - Principal, Melanie Zuniga - Teacher Leader Facilitator, Loralie Bustos Aragon - Teacher Leader Facilitator, who will share with you their story as the first nationally recognized magnet school in New Mexico. Finally, Jesús Moncada, NMABE Treasurer, will share any updates or special announcements.

NMABE HALL OF FAME AWARDS BANQUET

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

Wednesday, February 12

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!

JAMES JUNES

President's Reception

Tuesday, February 10, 2020

8:00 pm

La Ventana

HUMOR
HEALING

LAUGH
INSPIRE
MOTIVATE



jamesjunesbooking@yahoo.com (505) 592-6666

INVOCATION

Bernard Chimoni

GREETINGS AND WELCOME

Carmelita Lee

NMABE President

**NATIONAL ANTHEM AND
PLEDGE OF ALLEGIANCE**

Solara Tafoya

8th Grade Student at 21st Century Charter School



TEACHERS AGAINST DETENTION

Mirle Hernández, Dair Obenshain, & Ivonne Orozco



INTRODUCTION OF KEYNOTE

Corina Alvarez

NMABE Board Member

KEYNOTE

LEVERAGING RELATIONAL CAPACITY FOR STUDENT SUCCESS

Ovidilio Vásquez

Ovi went from a farm-boy in the sugarcane fields of Central America at the tender age of 14 to being accepted to Harvard Business School Online. His story is unique and is the epitome of the American dream. He is a National Keynote Speaker, the author of six books, including a #1 National Bestseller. He is a TEDx Speaker on the subject of leadership and works as a Univision On-air collaborator, where he focuses on sharing free higher-education programs for the community. Ovi is a role model for first-generation college students. Through his engaging approach on the stage, he educates and connects with students and those who work with them by sharing his story and little-known insights on how they can succeed in college and life. Ovi's crowning glory is that through his heart for youth, he was driven to high-content motivational speaking and creating Leadership Experts Int'l, LLC., an enterprise focused on youth leadership development.



CONCURRENT SESSION — MONDAY, FEBRUARY 10, 2020

Room	Session I 10:15 am – 11:45 am	Session II 1:30 pm – 3:00 pm
Ocotillo I	Explore with ¡Explora!: Supporting OCDE Project GLAD® with Inquiry-Based Science Lauren Butcher and Carolyn Gore Explora Science Center	Syntactic Mapping: Leveraging the Rules of Language to Accelerate Comprehension Bradley Williams Clark Consulting & Training, Inc.
Ocotillo II	Espacios de translingüismo en las clases AP de literatura en español para estudiantes de lenguaje dual Mishelle Jurado Atrisco Heritage Academy High School	Espacios de translingüismo en las clases AP de literatura en español para estudiantes de lenguaje dual Mishelle Jurado Atrisco Heritage Academy High School
Sandia I	Dual Language and ELL Digital Resources Lori Smith Learning A-Z	Using Learning Centers During Spanish Language Arts Silvia Schavz Mesilla Park Elementary
Sandia II	Ecology—Stewards of the Earth Valina Hayden Crownpoint High School, GMCS District	Perpetuating, Fostering, and Empowering Native Students' Heritage, Language, and Culture Bernard Chimoni Zuni Language Instructor, APS
Sierra I	Creating a Celebratory Cultural and Ethnic Enclave: Building Multicultural Bridges Esmeralda Torrez and Julia Barrientos Esperanza Elementary School	Hugs and Hijacks: How to Create a Safe Classroom Culture for English Learners Julio Contreras Ensemble Learning
Sierra II	The Navajo Braille Code: A Brief Overview and Interactive Ideas for All Students Carol Begay Green Farmington Municipal Schools	Looking Through the Lens of Culturally and Linguistically Diverse, CLD Student Dr. Suzanne Jacquez Gorman and Raquel Ana Plaza Santa Fe Public Schools
Sierra III	Teaching Academic Content Areas to Newcomers Ken Stewart Duke University/Vista Higher Learning	NMHU's Bilingual Teacher Development Program Adrian Sandoval, Maria I Haase, and Elisabeth Valenzuela New Mexico Highlands University



**NMABE BOARD OF DIRECTORS
AND MEMBERS CONGRATULATES
2019 NEW MEXICO SPANISH
SPELLING BEE WINNERS!**

¡ Felicidades a todos!

**Miriam Arias Arcineda
Maximiliano Hultsch Martínez
Fernando Gómez Jr.**



Explore with ¡Explora!: Supporting Project GLAD® with Inquiry-Based Science

Ocotillo I

Lauren Butcher | Explora, Educator

Come investigate solids both large and small, swirling liquids, and have a blast with gas! We will discover and discuss how to integrate inquiry-based science experiences with OCDE Project GLAD® curricula. From early childhood center enhancements to elementary expert groups, we will explore how science inquiry and language learning go hand in hand. Walk away with activities to use in your next Project GLAD® unit!

English as a Second Language | Early Childhood: Preschool-1st grade

Espacios de translingüismo en las clases AP de literatura en español para estudiantes de lenguaje dual

Ocotillo II

Mishelle Jurado | Atrisco Heritage Academy High School, Biliteracy Coach

El espacio de AP siempre ha sido un reto. Ahora con el requisito del sello bilingüe más y más jóvenes se inscriben en el curso de literatura. Examinaremos estrategias de translingüismo para fomentar el desarrollo de la biliteracidad de los jóvenes en este curso. Veremos textos acompañantes en inglés para profundizar la comprensión lectora, estrategias para aumentar el lenguaje académico y al último estrategias para apoyar la escritura.

Spanish Language & Content/Instruction/Assessment | Secondary: 6th-12th grades

Dual Language and ELL Digital Resources

Sandia I

Lori Smith | Learning A-Z, National Curriculum Consultant

How can we teach language and content at the same time, all the while accommodating different proficiency levels? You have to be “Super Teacher” or have access to Raz-Plus ELL Edition. This hands-on, interactive session will feature leveled resources in English and Spanish in printable and digital formats, and will explore Vocabulary Power Packs and our brand new ELL Grammar Resources developed especially for ELL’s. Free trials for all participants!

Dual Language/Biliteracy, English as a Second Language | Elementary: 1st-5th grades

Ecology—Stewards of the Earth

Sandia II

Valina Hayden | Crownpoint High School, GMCS District

Participants will observe and may engage in lessons identifying the symbolic significance of mountains in teaching youth in middle school and high school setting. Teachers will present with use of the Navajo language and connecting concepts and building skills through hand gestures, modeling, and use of language embedded with Diné core values and principles of learning.

Culturally and Linguistically Relevant Teaching and Learning, Native American/Language Revitalization | Secondary: 6th-12th grades

Creating a Celebratory Cultural and Ethnic Enclave: Building Multicultural Bridges

Sierra I

Esmeralda Torres | Esperanza Elementary, Lead Teacher

Julia Barrientos | Esperanza Elementary, Teacher

In U.S. schools, white English-speaking students have historically outperformed their minoritized peers academically. The idea that students of color and emerging bilinguals are less intelligent than their peers has been erroneously adopted by society and accepted as the cause for the achievement gap. This issue is rooted in a biased educational system where minoritized students’ cultural identity continues to be misrepresented. For example, if we analyze the curriculum most commonly used across the country, we find that a greater percentage of its content is politically biased, such that it primarily serves privileged communities. Esperanza pioneers in redefining and improving the educational system to benefit Latinx, Indigenous and emerging bilinguals by celebrating students’ heritage through culturally relevant lessons, extracurricular activities, and family events. This presentation will provide resources promoting unity, inclusion, a sense of belonging, and culturally rooted self-identity formation. The audience will have time to analyze their schools’ cultural demographics, evaluate equitable practices, prepare to promote cultural responsiveness within their school communities, and create implementation plans.

Culturally and Linguistically Relevant Teaching and Learning | Elementary: 1st-5th grades

The Navajo Braille Code: A Brief Overview & Interactive Ideas for All Students

Sierra II

Carol Begay Green | Farmington Municipal Schools, Certified Teacher of the Blind & Visually Impaired

In this session, participants will receive a brief overview of the Navajo Braille Code and how it can be implemented in Navajo language classrooms from elementary to college. In addition, participants will have a hands-on opportunity to use print/braille Navajo Number Bingo Cards, Old Sheepherder Playing Cards (similar to Old Maid but with Navajo kinship terms) and a Valentine Heart craft activity using print/braille Navajo color words. Participants names will be submitted in a drawing to receive a set of Bingo Cards, Old Sheepherder Cards, & Valentine Heart Craft activity to take back to their classrooms.

Dual Language/Biliteracy, Native American/Language Revitalization | K-12: applicable across grade levels

Teaching Academic Content Areas to Newcomers

Sierra III

Ken Stewart | Duke University/ Vista Higher Learning, Professor

One of the challenges of teaching newcomers is the integration of interdisciplinary content at a level that is comprehensible, purposeful, and meaningful. In this session, participants will take away engaging strategies to connect language, math, science, social studies, and elective courses for ELLs. Get Ready! is the newest and most comprehensive standards-based program specifically designed to address the unique needs of newcomers in middle and high school. Join Vista Higher Learning in this session to learn about exciting resources and classroom activities to reach all learners.

English as a Second Language | Secondary: 6th-12th grades



EDUCATORS RISING 2020 Educators Rising NM State Conference

“Teaching, Learning, and Rising Up: The Power of Education”

NEW MEXICO

March 5-7, 2020
Sheraton Uptown s Albuquerque, NM
www.educatorsrisingnm.nmsu.edu

NMABE POSTER ARTIST



Jerry Brown

Jerry is Diné, from Mariano Lake, NM, and was born into the Edgewater People, for the Deer Spring Band. “...being Diné is part of who I am. I am proud of this, it is one of the many influences in my work.”

In 1995 Jerry graduated from the Institute of American Indian Arts. His work is influenced by many things—Diné traditions, ceremonies, and his upbringing. “I am a man that lives and works in two worlds, the Diné world and the modern world I encounter every day. The colors, people, sites, smells, and sounds of both these worlds influence and inspire me. I am a husband, a father, a son, and a brother. These facets of my life all impact my work.”

“I created this painting with the theme in mind. The swirling colors through the painting represent the many pathways to the future. In the center is a female hummingbird. She is our mother, grandmother, auntie, sister, leading us as we carry forward our cultures and traditions.”



Syntactic Mapping: Leveraging the Rules of Language to Accelerate Comprehension

Ocotillo I

Bradley Williams | Clark Consulting & Training, Inc., Director

What if every reading comprehension skill had a specific syntactic pattern that students could use to organically generate effective questions and guide interactive conversations? In this fast-paced and interactive session, we will see firsthand how using the syntactic rules that govern four of the most high-impact reading comprehension skills accelerates academic comprehension. Walk away with a specific teaching method that will get teachers excited about a new approach to teaching comprehension and gets students organically generating more questions than ever before.

Culturally and Linguistically Relevant Teaching and Learning, English as a Second Language | K-12: applicable across grade levels

Espacios de translingüismo en las clases AP de literatura en español para estudiantes de lenguaje dual

Ocotillo II

Mishelle Jurado | Atrisco Heritage Academy High School, Biliteracy Coach

El espacio de AP siempre ha sido un reto. Ahora con el requisito del sello bilingüe más y más jóvenes se inscriben en el curso de literatura. Examinaremos estrategias de translingüismo para fomentar el desarrollo de la biliteracidad de los jóvenes en este curso. Veremos textos acompañantes en inglés para profundizar la comprensión lectora, estrategias para aumentar el lenguaje académico y al último estrategias para apoyar la escritura.

Spanish Language & Content/Instruction/Assessment | Secondary: 6th-12th grades

Using Learning Centers during Spanish Language Arts

Sandia I

Silvia Schavz | Mesilla Park Elementary School, Dual Language Teacher

Learning centers can be a powerful tool during the language arts block. Students using learning centers become more independent and learn how to work in cooperative groups. Effective learning centers will provide students with practice in phonics, reading, grammar, and writing. Teachers who develop an organized rotation, appropriate to the students age and development stage, have the time to teach in small groups while students practice assigned skills individually, in pairs, or small groups. In this workshop, teacher will be able to create some centers for their classroom.

Spanish Language & Content/Instruction/Assessment | Early Childhood: Preschool-1st grade

Perpetuating, Fostering, and Empowering Native Students' Heritage, Language, and Culture in Providing an Equitable Frameworks for Native Language Revitalization Programs

Sandia II

Bernard Chimoni | Albuquerque Public School District/Indian Education Department, Zuni Language Instructor

This presentation will provide reasons and research showing how Indigenous language revitalization empowers Native American students to succeed in school and in life, especially when it's implemented in Native American language immersion programs. Evidence is provided showing Native American language revitalization classes help affirm students' identities, heal the wounds of colonialism, improve student behavior by promoting traditional native values, and enhance students' academic performance. Attendees will have the opportunity to participate and respond to essential questions regarding native language revitalization and native language acquisition. To engage attendees, the presenter will use a PowerPoint presentation and handouts.

Native American/Language Revitalization | K-12: applicable across grade levels

Hugs and Hijacks: How to Create a Safe Classroom Culture for English Learners

Sierra I

Julio Contreras | Ensemble Learning, Principal Coach

Join us in this session and learn about how implicit bias and classroom practices can impact the brain and learning. We will help you learn to create ways to address them in your classroom or school.

Culturally and Linguistically Relevant Teaching and Learning | K-12: applicable across grade levels

Looking through the Lens of Culturally and Linguistically Diverse, CLD student

Sierra II

Suzanne Jacquez Gorman | Santa Fe Public Schools, Sweeney Elementary School, District Bilingual Specialist
Raquel Ana Plaza | Santa Fe Public Schools, Sweeney Elementary School

Are you prepared? How do you address the needs of a student when you don't speak or understand their language? Immerse yourself in an authentic experience as a Newcomer EL student and learn why NBPTS Core Proposition#1: Getting to know your students is critical to the effective teaching and learning when assigned to teach CLD students. "Validate, Affirm, Build and Bridge Culturally and Linguistically Responsive Teaching and Learning" Approach and WIDA English Language Proficiency Levels will be highlighted in this session as essential components of best-practice teaching to promote high academic achievement in any classroom and with any grade level when working with CLD students.

English as a Second Language | K-12: applicable across grade levels

NMHU's Bilingual Teacher Development Program

Sierra III

Adrian Sandoval | CESDP/New Mexico Highland University, Interim Director
Maria Haase | New Mexico Highland University
Elisabeth Valenzuela | New Mexico Highland University

NMHU's Bilingual Teacher Development Program is at an exciting moment in its history and we would like for you to share in the crafting of its future. After meeting with two of the program's professors, participants will reflect on and provide input on the university's Summer Immersion Program. Additionally, audience members will hear about and be able to weigh in on the current plans to revitalize NMHU's historic bilingual program. We invite you to be a part of history as NMHU works with New Mexico's professional bilingual community to build the future of bilingual education in our state and beyond.

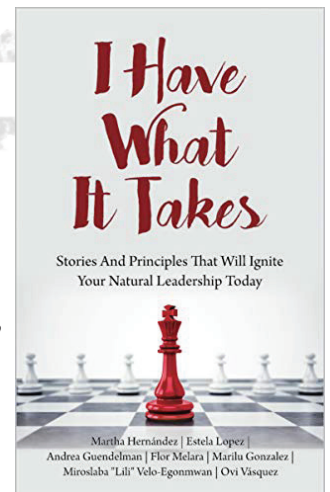
Spanish Language & Content/Instruction/Assessment, Dual Language/Biliteracy | K-12: applicable across grade levels

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OVI VÁSQUEZ

Ovi Vásquez is a national keynote speaker, #1 best-selling author, TEDx Speaker, and presenter on Univision. He emerges today as one of the most sought-after bilingual youth leadership speakers of our time. Every conference attendee will receive a copy of his book, *I Have What It Takes*.



Find Ovi in the Event Center Foyer and get your book signed today!

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GREETINGS AND WELCOME

Judith Touloumis

NMABE President Elect

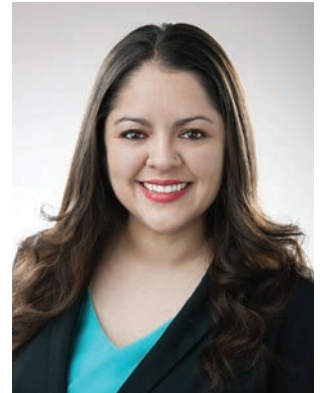
NM PUBLIC EDUCATION DEPARTMENT

Mayra Valtierrez

Director of Language and Culture Division

New Mexico Public Education Department

Mayra Valtierrez serves as the Director of the Language and Culture Division and Hispanic Education Liaison at the New Mexico Public Education Department. She earned her M.A. in Spanish Linguistics with a minor in Anthropology from New Mexico State University where she later taught in the Department of Languages and Linguistics. In this position, she prepared future and current teachers in bilingual multicultural education and her research specifically focused on the Spanish of Southern New Mexico. Mayra has district experience with parent engagement and empowering parents to be active participants in their children's education. In her current position, she and her team work to ensure New Mexico's students have access to rigorous, culturally and linguistically responsive education, and effective language programs that increase achievement and outcomes for all students.



KEYNOTE



REFLECTION ON AN INDIGENOUS LANGUAGE WORKERS' JOURNEY

Dr. Ofelia Zepeda

Ofelia is the Regents' Professor and Professor in Linguistics at the University of Arizona. From her birth in Stanfield, Ariz., in 1952 to her current stature as an academic, linguist and a leading poet of the Tohono O'odham of the Sonoran Desert in Arizona and northern Mexico, she is a master of language, both English and O'odham (the language spoken by the Tohono O'odham, Akimel O'odham and Hia C-ed O'odham). Likewise, she is a fierce advocate for the reclamation and preservation of Indigenous tongues. She has been honored as a MacArthur Fellow, and a Distinguished Service award from the Modern

Language Association. Her life and work is firmly rooted in himdag, the Tohono O'odham way of life that permeates the cultural, spiritual and physical realms. She is the author of the only pedagogical textbook on the Tohono O'odham language, *A Papago Grammar*, a book she wrote as part of the language course she developed some years ago. She is also co-author of the article, "Derived Words in Tohono O'odham", published in the *International Journal of American Linguistics*.

Her research and publications also extends into more interdisciplinary fields of language study. She is the lead author of the article, "The Condition of Native American Languages in the United States", published in *DIOGENE* and is co-author of a paper for the book, *Responsibility and Evidence in Oral Discourse* edited by Dr. Jane Hill.

CONCURRENT SESSION — TUESDAY, FEBRUARY 11, 2020

Room	Session III 10:15 am – 11:45 am	Session IV 1:30 pm – 3:00 pm	Session V 3:10 pm – 4:40 pm
Ocotillo I	Dual Language Matters: Guiding Principles and Motivations for Effective Implementation David Rogers and Michael Rodriguez Dual Language Education of New Mexico		
Ocotillo II	Giving Clear, Effective Instructions John Kongsvik TESOL Trainers, Inc.	Managing Learners' Mistakes John Kongsvik TESOL Trainers, Inc.	Advocacy is a Best Practice Victoria Tafoya and Judith Touloumis NMABE
Sandia I	Educating and Cultivating Indigenous Genius Ina Montoya Dulce Elementary School, DISD	<i>Frontera, no barera:</i> A Multifaceted Look at the Transfronterizo Experience on the U.S./Mexico Border Kristin Kew and Cynthia Wise-New Mexico State University, Dr. Manuel Bustamante-Western New Mexico University, and Dr. Arsenio Romero, Supt. Deming Public Schools	Culturally Responsive Leadership: The Role of the Principal Dr. Pedro "Pete" Vallejo Vallejo Educational Consulting
Sandia II	Celebrating the Value of Language and Cultural Competencies Through Assessment and Credentialing Dawn Samples Avant Assessment	OCDE Project GLAD® and Cross-Linguistic Transfer: The Perfect Match Natalie Olague Dual Language Education of New Mexico	Preschool GLAD® in the Early Childhood Classroom Laurie K Magill and Inez Perez OCDE Project GLAD® Trainers
Sierra I	<i>"Desde el ritmo del corazón"</i> From the Rhythm of the Heart Frida Sánchez Christine Duncan Charter School	Follow-Up Discussion on an Indigenous Language Worker's Journey Dr. Ofelia Zepeda University of Arizona	Navajo Language Coaching K-12 Sadie Jefferson Gallup McKinley County Schools
Sierra II	30 Apps in 30 Minutes María del Carmen Palmero Christine Duncan Charter School Marina Alba Sweeny Elementary School, SFPS	Digital Interactive Notebook in Science and Math Natali Barreto-Baca and Angel Mendéz Truman Middle School	Improving Classroom Communication Nuria Ortiz-Mingorance and Christian Campo Christine Duncan Charter School
Sierra III	Spanish of Northern New Mexico: Where are we now? Adrian Sandoval Center for the Education and Study of Diverse Populations	Working Problems from the Inside Out: Putting Students and Real-World Application at the Center Evelyn Chávez Dual Language Education of New Mexico	Our Language Journeys: A High School Research Project Laura DuMond Kerr and Elizabeth Romer Taos High School

Dual Language Matters: Guiding Principles and Motivations for Effective Implementation

Ocotillo I

David Rogers | Dual Language Education of New Mexico, Executive Director

Michael Rodriguez | Dual Language Education of New Mexico, Director of Operations

Let's explore the world and local context for dual language education, as well as individual and collective motivations for choosing this enrichment model. Some believe DLE holds the answer to continued world dominance, and others are empowered to consider a program that builds on the linguistic and sociocultural capital of its community. Why do you choose dual language education?

Dual Language/Biliteracy, Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels

Managing Learners' Mistakes

Ocotillo II

John Kongsvik | TESOL Trainers, Inc., Director

No matter what language you're teaching and they're learning, managing mistakes is an important part of both teaching and learning language. In this workshop, we will examine the relationship between mistakes and errors. Upon exploring the fundamental reasoning behind mistake management (as opposed to error correction), we settle on strategies that empower the learner. We end by experiencing a 5-step process of managing any kind of mistake a language learner will make.

Culturally and Linguistically Relevant Teaching and Learning, Spanish Language & Content/Instruction/Assessment, Dual Language/Biliteracy, Native American/Language Revitalization, English as a Second Language | K-12: applicable across grade levels

Educating and Cultivating Indigenous Genius

Sandia I

Ina Montoya | Dulce Elementary School, DISD

In this session you will receive tips for schools with higher Native American student body percentages by taking a look at a reservation public school, Dulce Elementary. This is the first year the administration are members of the Dulce community, along with over 10 Native American staff members out of 55. Discuss challenges the Martinez-Yazzie case still present in including relevant instruction to Native American culture and full inclusion of Special Education students. Hear about the POLLEN program at UNM, what Kellogg Foundation Scholarships can accomplish for Native communities, and NMPED's Grow Your Own efforts in Dulce. Finally, discuss the challenges of finding and hiring Native Language teachers and offer suggestions on alternative ways to use school settings for language preservation.

Culturally and Linguistically Relevant Teaching and Learning; Dual Language/Biliteracy; Advocacy, Leadership and Need to Knows; Native American/Language Revitalization; English as a Second Language | K-12: applicable across grade levels

Celebrating the Value of Language and Cultural Competencies Through Assessment and Credentialing

Sandia II

Dawn Samples | AVANT Assessment, Director for MORE Professional Learning at Avant

As language learners across the country are striving to attain the Seal of Biliteracy, how are we ensuring they are inspired and prepared to continue their learning and growth in the language? In this interactive session, participants will explore and examine best practices and national data from programs where students are successfully reaching levels of proficiency that allow them to attain the Seal of Biliteracy or that inspire to continue their journey and growth in proficiency beyond the classroom.

Spanish Language & Content/Instruction/Assessment | K-12: applicable across grade levels

“Desde el ritmo del corazón” — From the Rhythm of the Heart

Sierra I

Frida Sánchez | Christine Duncan Heritage Academy, Spanish Teacher

From the Rhythm of the Heart is a workshop where young people listen to their body and create their own music: they recognize their Indigenous roots in dance. As a Spanish teacher at the secondary level, I will share my experience in the classroom with bilingual students to help them improve their attention span, concentration, and stimulation of communication and language. Students will seek to relax and lower their anxiety levels. They will also increase their social interactions, improve social skills and self-esteem, and prevent isolation. This magical experience is accompanied by the music of our grandparents, with Aztec dance, by creating rhythmic music produced by percussion instruments. The participants will strengthen their own spirituality.

Culturally and Linguistically Relevant Teaching and Learning, Spanish Language & Content/Instruction/Assessment, Dual Language/Biliteracy, Advocacy, Leadership and Need to Knows, Native American/Language Revitalization | K-12: applicable across grade levels

30 Apps in 30 Minutes

Sierra II

María del Carmen Palmero | Christine Duncan Heritage Academy-APS, 5th Grade Teacher
Marina Alba | Sweeney Elementary School - SFPS, Teacher

This presentation will feature a brief tour of a selection of some of the best educational applications that we can use in class to promote different skills in the bilingual classroom, such as communication, reading, writing, understanding, and creativity of students, among others. *Presentaremos un breve recorrido por una selección de algunas de las mejores aplicaciones educativas que podemos usar en clase para promover diferentes habilidades en el aula bilingüe, como la comunicación, la lectura, la escritura, la comprensión y la creatividad de los estudiantes, entre otras.*

Dual Language/Biliteracy | Elementary: 1st-5th grades

Spanish of Northern New Mexico: Where are we now?

Sierra III

Adrian Sandoval | Center for the Education and Study of Diverse Populations, Interim Director

Documented concerns of culture and language loss can be found in Spanish language newspapers of northern New Mexico as far back as 1898. Since then, with the advent of mass media, the erosion of Spanish and Indigenous languages has accelerated. This is, and should always have been a community-based question and response. Have we failed in our approach? How many speakers do we have left? Should this be granted the same level of urgency as other languages/dialects in the world that are on the verge of being silenced? What will be our next steps? (This is a continuation of the dialogue initiated at La Cosecha.)

Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels



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Supported by research and the volumes of evidence that led the court to its decision, the Transform Education NM coalition is advocating for the creation of a public education system that:

- Embraces, reflects, and incorporates the cultural and linguistic heritage of our diverse communities as a foundation for all learning.
- Provides extended learning opportunities like summer school and more time in the classroom.
- Values our teachers and educators and puts them in a position to succeed here in New Mexico.
- Allows all children to access early learning and Pre-Kindergarten programs.
- Offers services such as counseling and health clinics that promote learning.
- Ensures our schools receive financial resources required to meet the needs of all children.



Join us at www.transformeducationnm.org.

Giving Clear, Effective Instructions

Ocotillo II

John Kongsvik | TESOL Trainers, Inc., Director

One of the most important aspects of teaching is giving clear instructions. In this workshop, participants will explore five strategies to giving clear instructions from which any language teacher can benefit. There's no need to switch languages when giving instructions. All you need to do is follow this step-by-step procedure and any activity becomes instantly clearer.

Culturally and Linguistically Relevant Teaching and Learning, Spanish Language & Content/Instruction/Assessment, Dual Language/Biliteracy, Advocacy, Leadership and Need to Knows, Native American/Language Revitalization, English as a Second Language | K-12: applicable across grade levels

Frontera, no barrera: A Multifaceted Look at the Transfronterizo Experience on the U.S./Mexico Border

Sandia I

Kristin Kew | New Mexico State University, Assistant Professor

Cynthia Wise | New Mexico State University

Dr. Manuel Bustamante | Western New Mexico University

Dr. Arsenio Romero | Supt. Deming Public Schools

No one is more impacted by the concept of “multicultural learning” than transfronterizo students, citizens of one country, residents of another. Every morning nearly a thousand children wake up in Mexico, walk by border guards armed with semi-automatic weapons, to climb on a yellow school bus to go to class in the United States. Little research has been done to address how school administrators, teachers, students, and parents navigate these transnational spaces. Presenters in this panel will discuss, 1) the current national and state policies that affect education along the U.S./Mexico border, 2) the assets including navigational, linguistic, and familial capital of school professionals and what they bring to the border community, 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.

Culturally and Linguistically Relevant Teaching and Learning | K-12: applicable across grade levels

OCDE Project GLAD® and Cross-Linguistic Transfer: The Perfect Match

Sandia II

Natalie Olague | Dual Language Education of New, Project Coordinator

Diana Pinkston-Stewart | Dual Language Education of New, Project Coordinator

What is cross-linguistic transfer and what does it mean for our emerging bilingual students? In this session, we will explore the current advancements in educational pedagogy around supporting and promoting the linguistic assets of emerging bilinguals in dual language programs and the powerful alignment with the OCDE Project GLAD® framework. Participants will walk away with ideas about how to structure cross-linguistic transfer within their GLAD®& dual language instruction.

Culturally and Linguistically Relevant Teaching and Learning, Dual Language/Biliteracy, English as a Second Language | K-12: applicable across grade levels

Reflections on an Indigenous Language Workers’ Journey

Sierra I

Ofelia Zepeda | University of Arizona, Professor

This presentation will consider perspectives on the field of linguistics and the impacts it has made on efforts in Indigenous language teaching, and language revitalization. An important question will be whether the field has changed in how it does or doesn’t consider Indigenous heritage and culture in language research. Observations will include both positive and negative impacts. This presentation will also reflect on over forty years of language work with Indigenous communities in the southwest and other parts of the U.S. Consideration will be given not only to the evolution of some methodologies in training language workers but also to policy changes that have made important contributions to work on Indigenous languages in general. In addition I will also offer insights on the training of young Indigenous language researchers and teachers who work with Indigenous communities and the future we might want them to plan for future language work.

Culturally and Linguistically Relevant Teaching and Learning; Advocacy, Leadership and Need to Knows; Native American/Language Revitalization | K-12: applicable across grade levels

Digital Interactive Notebook in Science and Math

Sierra II

Natali Barreto-Baca | Truman Middle School, Science Teacher

Angel Méndez | Truman Middle School, Teacher

We have dramatically changed our style of teaching and lesson planning by attending presentations that have taught us to utilize effective digital interactive notebooks. When we start using our digital interactive notebooks, we ask ourselves “What does it mean for our students to understand this topic in ways that are relevant, authentic, and give them power as learners?” and “What can we do to make sure each of my students is fully supported in growing as fast and as far as possible in understanding this topic?”. We are able to engage our students with the new information, assess our students understanding both prior to and after instruction, emphasize their thinking (metacognition), and create representations of their understanding that demonstrate learning. Our digital interactive notebooks are designed to foster thinking, writing, and documenting science in a variety of formats. Most current, high-level strategies for inquiry in science and math are easily adapted to the pages of digital interactive notebooks. Come learn more!

Culturally and Linguistically Relevant Teaching and Learning, Dual Language/Biliteracy | K-12: applicable across grade levels

Working Problems from the Inside Out: Putting Students and Real-World Application at the Center

Sierra III

Evelyn Chávez | Dual Language of New Mexico, Project Coordinator

Come experience how to take an assessment or text-book problem and turn the problem inside out so students are asking the questions and seeing the real-life application of math. This powerful strategy that works in dual-language, bilingual, and English math classrooms builds students’ positive disposition and adaptive reasoning while providing students many ways to be right.

Culturally and Linguistically Relevant Teaching and Learning, Dual Language/Biliteracy, English as a Second Language | K-12: applicable across grade levels

Advocacy is a Best Practice

Ocotillo II

Victoria Tafoya | New Mexico Association for Bilingual Education, Interim Director

Judith Touloumis | New Mexico Association for Bilingual Education

Join us in this session and learn advocacy strategies to share and practice within your school district to support the development and implementation of BMEP programs within your school communities.

Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels

Culturally Responsive Leadership: The Role of the Principal

Sandia I

Pedro Vallejo | Vallejo Educational Consulting, President/Owner

The session will explain Culturally Responsive Leadership and its impact on site leadership. I will also compare approaches and implementation that the Principal needs to be aware of.

Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels

Preschool GLAD® in the Early Childhood Classroom

Sandia II

Laurie Magill | DLENM, OCDE Project GLAD®Trainer

Inez Perez | DLENM, OCDE Project GLAD®Trainer

This session will be an introduction to the joy and excitement of OCDE Preschool GLAD® for early childhood educators. Preschool GLAD® strategies create language-rich environments for our youngest learners. Preschool GLAD® intentionally cultivates a success-based, interactive environment that stresses cross-cultural respect and sensitivity and values the family, community, and language of the child. Come see how you can apply some of these strategies in your preschool through first grade or special education classroom, for English or dual language learners.

Dual Language/Biliteracy | K-12: applicable across grade levels

Navajo Language Coaching K-12

Sierra I

Sadie Jefferson | Instructional Coach, GMCS

GMCS Navajo Language and Culture Instructional Coaches will give an overview/insight: coaching strategies that promote oral expressive-language acquisition and usage of the language using Cultural Based Curriculum that is in alignment to the Dine Content Standards. Audience will take away an understanding of how a culturally-based instructional coaching is implemented and used for student and teacher success.

Culturally and Linguistically Relevant Teaching and Learning, Native American/Language Revitalization | K-12: applicable across grade levels

Improving Classroom Communication

Sierra II

Nuria Ortiz-Mingorance | Christine Duncan Heritage Academy, 4th Grade Bilingual Teacher

Christian Campo | Christine Duncan Heritage Academy, 4th Grade Teacher

Obtain an exemplary grade in your Domain 4A by implementing the ClassDojo App in your classroom. In this session we will guide you through the steps to start using ClassDojo in your classroom.

Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels

Our Language Journeys: A High School Research Project

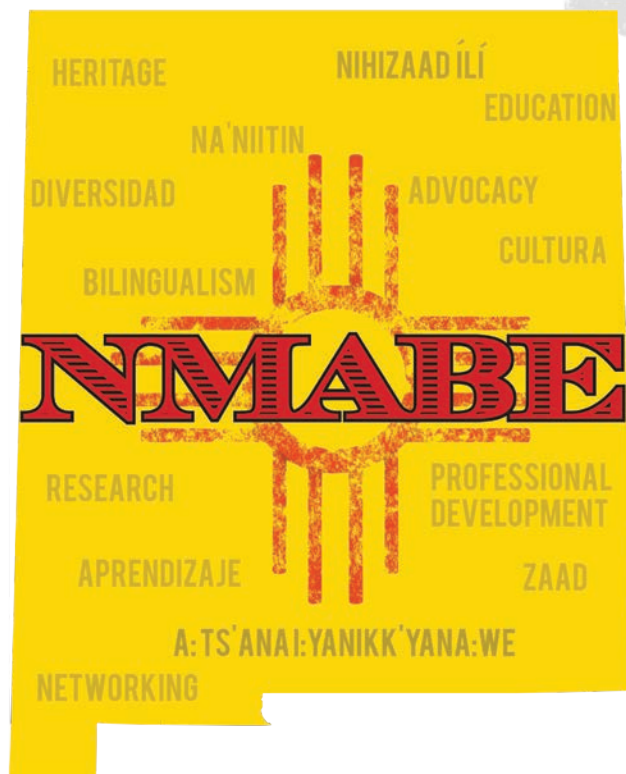
Sierra III

Laura DuMond Kerr | Taos High School, Teacher

Elizabeth Romero | Taos High School, Teacher

This presentation will highlight a project at Taos High School where language teachers collaborated to involve students in a research project to explore their language. In this research, students explore their biliteracy development through interviews with family members and in their community. We will present the research and discuss how the project was socioculturally responsive and created community/family partnerships.

Culturally and Linguistically Relevant Teaching and Learning, Spanish Language & Content/Instruction/Assessment, English as a Second Language | Secondary: 6th-12th grades



Coming Soon! NMABE 2021 Annual Conference Information



www.nmabe.org

GREETINGS AND WELCOME

Suzanne Jacquez-Gorman
NMABE Past President

Aleide Palacios
Former Dual Language Student and
Future Educator

Azul Cortés
Director of Heritage Languages
Dual Language Education of New Mexico



INTRODUCTION OF KEYNOTE

Judy Touloumis
NMABE President Elect
Principal, Carlos Rey Elementary, APS

KEYNOTE



ESCUELA PRIMARIA CORONADO: LA PRIMERA ESCUELA IMÁN RECONOCIDA NACIONALMENTE EN EL ESTADO DE NUEVO MÉXICO

Nathaniel Kuster, Principal
Melanie Zuñiga, Teacher Leader Facilitator
Loralie Bustos Aragón, Teacher Leader Facilitator

In 2019 Coronado Elementary School, an Albuquerque Public School Magnet School became the first nationally recognized magnet school in the state of New Mexico by Magnet Schools of America and received the national certification seal.

To receive this honor, schools must meet and/or exceed the National Magnet School Standards of Excellence and the five pillars of magnet schools (1. Diversity; 2. Innovative Curriculum and Professional Development; 3. Academic Excellence; 4.

High Quality Instructional Systems; and, 5. Family and Community Partnerships), the MSA certification process defines and ensures these standards as consistent, essential elements and characteristics of high-quality magnet programs.

Coronado Dual Language Magnet School emphasizes service learning and project-based learning through the utilization of their school garden. Their dual language curriculum uses a 60:40 model, which means that those students starting out in kindergarten will receive 60 percent of their instruction in Spanish. By the time they get to the fourth grade, they will be fully competent in Spanish and will receive instruction in English and in Spanish.

CONCURRENT SESSION — WEDNESDAY, FEBRUARY 12, 2020

Room	Session VI 10:15 am – 11:45 am	Room	Session VI 10:15 am – 11:45 am
Ocotillo I	Implementing the NMIEA Can Support Native Language Learning If.... Ivan Pino, Sarah Pino, Carlotta Penny Bird, Samuel Catanach, Felicia Lucero and Virgie Bigbee New Mexico Tribal Language Consortium	Sierra I	Preservation of the Colonial Spanish Language, Heritage, and Culture of Northern New Mexico and Southern Colorado Gloria Mora Bilingual Author, Retired Bilingual Educator
Sandia I	Celebrating the Value of Language and Cultural Competencies Through Assessment and Credentialing Dawn Samples Avant Assessment	Sierra II	Using OCDE Project GLAD® to Facilitate Cooperative Learning Structures Jesse Winter Truman Middle School, APS
Sandia II	National Board for Professional Teaching Standards, NBPTS Certification: A Valuable Professional Development Opportunity for TESOL and Bilingual Educators Suzanne Jacquez Gorman Santa Fe Public Schools Raquel Ana Plaza and Sylvia Sosa de Chávez Valle Vista Elementary, APS	Sierra III	20/20 Relationship and AVID Strategies for the Bilingual Classroom Ron Yoder and Loretta Sandoval Atrisco Heritage Academy High School

WEDNESDAY, FEBRUARY 12, 2020 • CONCURRENT SESSIONS VI • 10:15 am - 11:45 am

Implementing the NMIEA Can Support Native Language Learning If...

Ocotillo I

Ivan Pino | Pueblo of Zia, Community Member

Members of the New Mexico Tribal Language Consortium will present their perspective on the NM Indian Education Act and how it can be instrumental in the implementation of Native language programs. This in-depth discussion will include Native language recommendations that were developed to address current issues at the state and national level that led to the NMTLC conducting their first language symposium in 2019. These recommendations were developed for tribes to consider in planning language programs for more effective instruction of Native languages from community driven roles, values, and cultural ideals.

Native American/Language Revitalization | K-12: applicable across grade levels

Celebrating the Value of Language and Cultural Competencies Through Assessment and Credentialing

Sandia I

Dawn Samples | Director for MORE Professional Learning, Avant Assessment

The session will explain Culturally Responsive Leadership and its impact on site leadership. I will also compare approaches and implementation that the Principal needs to be aware of.

Advocacy, Leadership and Need to Knows | K-12: applicable across grade levels

National Board for Professional Teaching Standards, NBPTS Certification: A Valuable Professional Development Opportunity for TESOL and Bilingual Educators

Sandia II

Suzanne Jacques-Gorman | Santa Fe Public Schools,
Raquel Ana Plaza | Valle Vista E.S. Albuquerque Public Schools, Assistant Principal

What is the National Board for Professional Teaching Standards, NBPTS certification process including brief overview on the certificate areas such as English as a New Language and World Languages. What are the four components of the NBPTS portfolio and timeline? Why is the NBPTS process a valuable professional development opportunity for TESOL and Bilingual Educators? National Board Certified Teachers, NBCTs share examples from their practice working in bilingual multicultural education programs that have positively contributed to bilingual student learning. Time will be allotted for questions and answers.

Spanish Language & Content/Instruction/Assessment; Dual Language/Biliteracy; English as a Second Language | K-12: applicable across grade levels

Preservation of the Colonial Spanish Language, Heritage, and Culture of Northern New Mexico and Southern Colorado

Sierra I

Gloria Mora | Bilingual Author, Retired Bilingual Educator, Author and Illustrator

Hispanic children of northern New Mexico and southern Colorado must be given the opportunity to learn their colonial language and cultural heritage. Researchers, educators, and parents must act soon before all is forgotten. In granting children their birthright to study their ancestral past, they will:

- learn appreciation and respect for their own culture,
- develop positive cultural identity and self-image,
- improve academic performance, and
- appreciate and respect other languages and culture.

Selected vignettes will be explained in English, then read in colonial Spanish from the book MIS CRISMES 1956, Christmas in La Puente, New Mexico.

Culturally and Linguistically Relevant Teaching and Learning | K-12: applicable across grade levels

Using OCDE Project GLAD® to Facilitate Cooperative Learning Structures

Sierra II

Jesse Winter | Truman Middle School, APS

This session will focus on protocols that will help you to get your students talking and vocabulary strategies that encourage use of oral academic language. This will apply to all content and grade levels.

Culturally and Linguistically Relevant Teaching and Learning, Dual Language/Biliteracy, English as a Second Language | K-12: applicable across grade levels

20/20 Relationship and AVID Strategies for the Bilingual Classroom

Sierra III

Ron Yoder | Atrisco Heritage Academy High School, Bilingual Math Teacher

Participants will have the opportunity to model and analyze 20 socioculturally responsive strategies for working with bilingual learners. We will model with interactive notebooks and visual activities that participants can use at school, home, or work. Participants will receive a handout with links to the presentation and each of the modeled activities.

Culturally and Linguistically Relevant Teaching and Learning | Secondary: 6th-12th grades



Southwest Regional

EDUCATION COOPERATIVE



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SWREC partners with school districts in New Mexico and provides educational and support services for teachers and administrators who directly affect the educational opportunities of their students.

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**2020 NMCEL Summer
Conference: July 21 - 24, 2020
Embassy Suites Hotel,
Albuquerque, NM
SAVE THE DATE!!**



MASTER OF CEREMONIES

Victoria Tafoya
NMABE Director

WELCOME

NMABE Board of Directors

AWARDS CEREMONY



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

BILINGUAL EDUCATION ADMINISTRATOR OF THE YEAR AWARD

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

Jackie Rodríguez
Sandoval Academy of Bilingual Education

THE HENRY W. PASCUAL TEACHER EXCELLENCE IN BILINGUAL EDUCATION AWARD

Lucille Chávez
Carlsbad Municipal 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.

Kristen Rivera
Taos Municipal Schools

THE MATÍAS L. CHACÓN AWARD

Edward Tabet-Cubero

State Director
US Senator Martin Heinrich

Victoria Tafoya

Director NMABE
Program Officer
W.K. Kellogg Foundation

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.

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.

Christine Trujillo

New Mexico House of
Representatives

Patricia Jiménez-Latham

Director
Transform Education NM

EDUCATIONAL ASSISTANT OF THE YEAR

Lena Peter
Na'neelzhiin Ji Olta

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.

Geni Flores

Professor
Eastern New Mexico University

Dr. Patricia McGregor

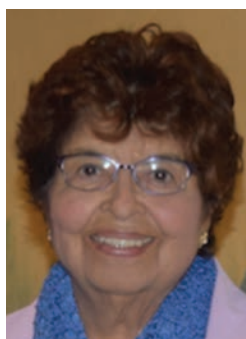
Professor
New Mexico State University

Mari-Luci Jaramillo, Ph.D June 19, 1928 - November 20, 2019



Mari-Luci was born in Las Vegas, NM to Maurilio Antuna Sr., a Mexican-born shoemaker and musician, and Elvira Encarnación Ruiz Antuna, a Spanish American with exceptional talent as a homemaker. Despite a humble upbringing, Mari-Luci was encouraged by her parents to escape their poverty by acquiring a good education. Upon graduating from New Mexico Highlands University with a bachelor's degree in education and minor in Spanish, Mari-Luci applied a novel approach, now called bilingual education, to improve the learning of her limited-English speaking students in the San Miguel County and West Las Vegas public schools. Word spread of her innovative methods and she soon found herself a teacher of teachers at NMHU, where she earned her master's degree. Moving to Albuquerque, she continued teaching and later obtained a doctorate in curriculum and instruction with a minor in Latin American Studies. Mari-Luci's accomplishments soon earned her a full-time faculty position at UNM's School of Education. It was at UNM that her reputation grew as a civil rights activist for social equity and leader in bilingual education. Mari-Luci served as the NMABE President in 1993-94

Mari-Luci was the first female Hispanic ambassador of the United States, and served as Pentagon's U.S. Deputy Assistant Secretary of State for Inter-American Affairs. Throughout her career, she never forgot her community and served on numerous advocacy groups across the country, including the Board of Regents at NMHU and the National Hispanic Cultural Foundation in NM.



Ida Sánchez Carrillo January 30, 1936 - November 20, 2019

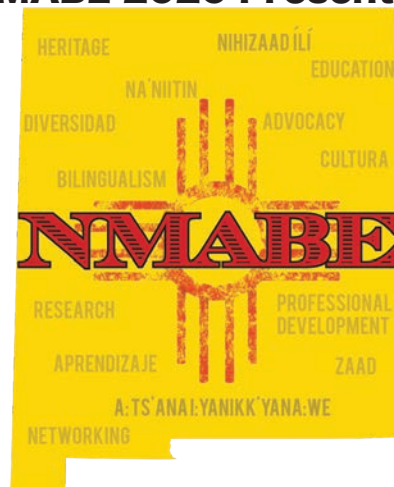
Ida Carrillo was one of the first teachers in New Mexico to use English as a second language strategies when teaching Pueblo children in Santo Domingo Elementary School in the late 1950's. Knowing the importance of teaching English in a different way, she worked with Dr. Jim Alatis when he established the national organization, TESOL. New Mexico was the first state in the nation to establish ESL-certification criteria, and Ida was instrumental in that work. A speaker of Spanish and the native Pueblo language of her father, she insisted that teachers trained in ESL must also study another language.

Ida was a long-time NMABE board member who took it upon herself to keep all its early history records, still preserved today. Ida also served as the PED's State Bilingual Advisory Council Chair for many years. In this capacity, she decisively brought critical policy and legislative issues forward to inform the PED Secretary of Education, state legislators, and national congressmen on policy and legislation that impacted Hispanic and Native American children in the schools. As a "traveling" professor for UNM, she delivered classroom-based practice in the courses she taught on site to teachers across northern New Mexico. Ida was a dedicated, courageous, indefatigable advocate and teacher who touched the hearts and minds of many, many New Mexicans. *Que Dios la bendiga*; may she rest in peace.

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Mariola Sánchez Cascón

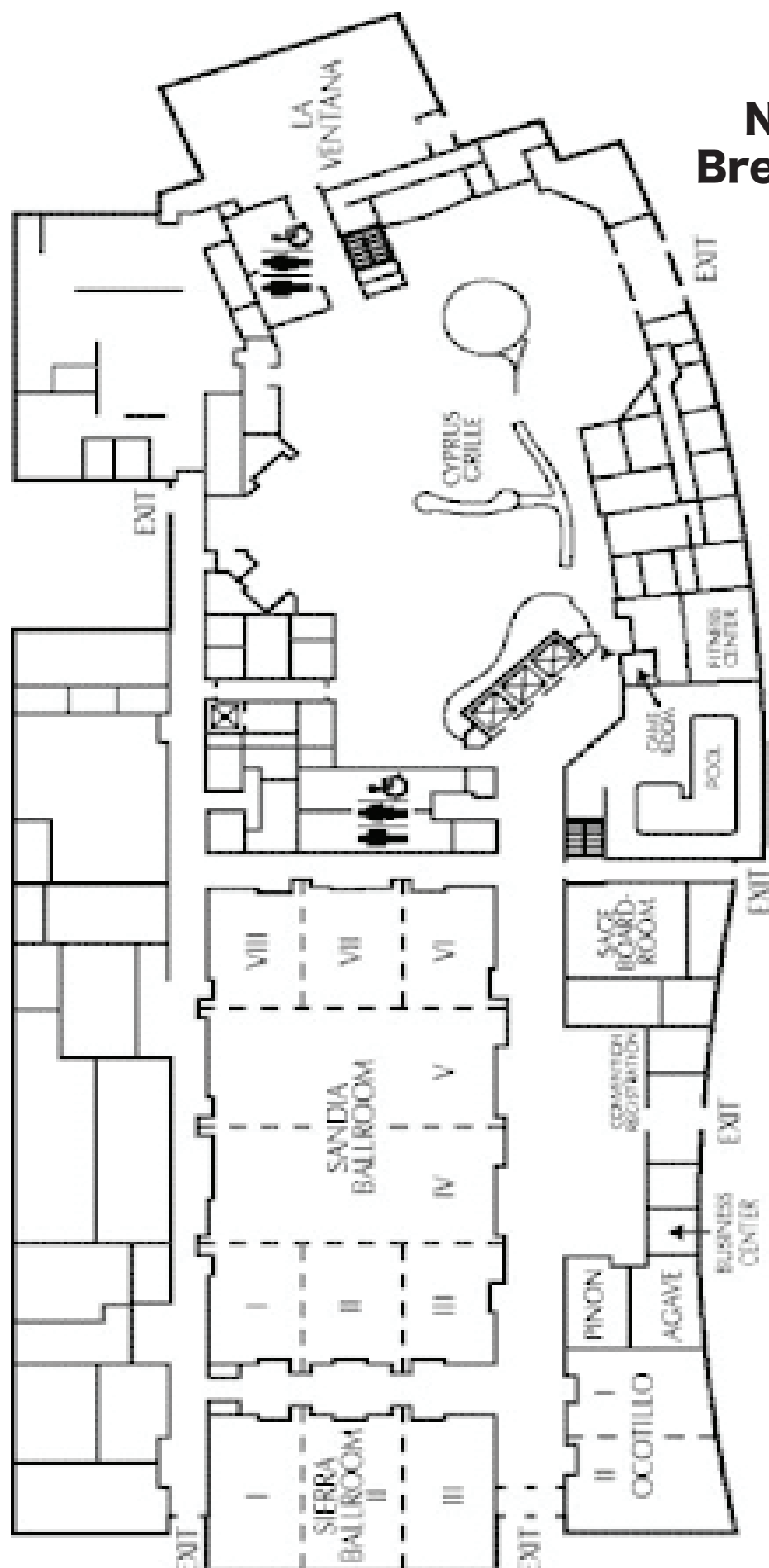
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NMABE 2020 Break-out Rooms





NMABE is seeking an EXECUTIVE DIRECTOR

Responsibilities Include:

General Operations and Management/Board Governance: Works with Board to fulfill the organization's mission.

- Responsible for overseeing the administration, programs and strategic plan of the organization.
- Key duties include fundraising, marketing, and community outreach.
- Responsible for leading NMABE in a manner that supports and guides the organization's mission as defined by the Board.
- Responsible for communicating effectively with the Board and providing information necessary for the Board to function properly and to make informed decisions.
- Follow existing NMABE Policies and Procedures and recommend revisions or new policies and adhere to NMABE by-laws.
- Follow all applicable federal, state and local rules and regulations.

Financial Performance and Viability: Develops resources sufficient to ensure the financial health of the organization.

- Responsible for fundraising and developing other revenues necessary to support NMABE's mission.
- Responsible for the fiscal integrity and management including: budget and monthly financial statements, which accurately reflect the financial condition of the organization and ensures organization sustains a positive financial position.
- Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.
- Responsible for the billing, collection, and maintenance of all financial records.
- Ensure all vendor and employment documentation/contracts are in order.

Revenue Generation: Marketing, Fundraising, Partnerships

- Promote and increase participation at NMABE events and services offered by NMABE.
- Provide professional services and develop new services and programs to generate additional revenue for NMABE.
- Fundraise to ensure financial viability of NMABE.

Organization Mission and Strategy: Works with board and staff to ensure that the mission is fulfilled through programs, strategic planning and community outreach.

- Responsible for implementation of NMABE's programs that carry out the organization's mission.
- Responsible for strategic planning to ensure that NMABE can successfully fulfill its Mission into the future.
- Responsible for the enhancement of NMABE's image by being active and visible in the community and by working closely with other professional, civic and private organizations.
- Increase membership, maintain member database, and plan and facilitate regional institutes, and annual conference.
- Provide technical assistance to members, as well as create and maintain a system to gather feedback from members.

Communications: Works with board and staff to ensure effective communication to the general public and to the membership.

- Communicate with stakeholders and members (NMPED, NMCEL, SBAC, DLeNM, etc.) on issues of high interest or priority in a timely fashion (48 hours).
- Maintain NMABE website and social media as necessary and market and promote NMABE at every opportunity.
- Conduct needs assessment of members on possible new services and programs.

Other duties as assigned.

Professional Qualifications Required:

- Bachelor's degree.
- A working knowledge of Bilingual, Multicultural, English as a Second Language, and Indigenous Education.
- Transparent and high integrity leadership.
- Experience with nonprofit organization, or board management.
- Ability to envision and convey the organization's strategic future to the staff, board, volunteers and donors.
- Ability to effectively communicate the organization's mission to public and political stakeholders, donors, volunteers and the overall community. Demonstrated ability to oversee and collaborate with stakeholders.
- A history of successfully generating new revenue streams, fundraising, improving financial results, as well as establishing relationships with individuals and organizations of influence including funders, partner agencies and volunteers.
- Solid organizational abilities, including planning, delegating, program development and task facilitation.
- Strong financial management skills, including budget preparation, analysis, decision making and reporting.
- Strong written, oral communication skills, and work ethic with a high degree of energy.

Interested candidates should submit their resume or C.V. and a letter of interest to NMABE President, Carmelita Lee at clee@fms.k12.nm.us . The starting compensation of \$30,000, is negotiable based on experience and skills. Additional options for discussion include: Travel expenses reimbursement, options for incentives, bonuses for increased sponsorships, and revenue sharing for professional services offered under NMABE. Questions? Email nmabe.nm@gmail.com.



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