



Introduces
TO BILITERACY
Y más allá

October 10, 2020

CAPTION



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Dr. Ofelia García



Dr. Jose Medina

8:30 a.m.	Student Entertainment
8:40 a.m.	Welcome
8:45 a.m.	Public Education Honoree Award
8:50 a.m.	Higher Education Honoree Award
8:55 a.m.	Community Advocate Honoree
9:00 a.m.	Introduction to Keynote
9:05 a.m.	Keynote: Dr. Ofelia Garcia
9:50 a.m.	Q&A with Dr. Ofelia Garcia
10:00 a.m.	Virtual Visit with Exhibitors (45 minutes)
10:45 a.m.	TABE Bilingual Teacher of the Year Award
10:50 a.m.	TABE Bilingual/Secondary Teacher of the Year Award
10:55 a.m.	Introduction to Keynote
11:00 a.m.	Keynote: Dr. Jose Medina Jr.
11:45 a.m.	Q&A with Dr. Jose Medina Jr.
11:55 a.m.	1st, 2nd, and 3rd Place Dissertation Award
12:00 p.m.	Thank you -Announcements
12:00 p.m.	Virtual Visit with Exhibitors



These sessions will be available from Oct. 10, 2020 thru Oct. 31, 2020. This program will be updated and posted as more sessions are ready and approved. Please check back frequently for an updated program.

Sessions are in alphabetical order by presenter's last name.

Ms. Adriana Abundis

Culturally Responsive Practices in Secondary Dual Language Programs

Begun in the home, culturally responsive practices (crp) are embedded in each of our educational experiences. Rooted in identity affirmation, social learning and critical relevancy, these practices venerate the triumphs and resiliency in communities while seeking to build collective empowerment and humanistic relationships. As culturally responsive educators, we view students as equipped with their own forms of knowledge capital and wealth, typically learned from household, ethnic or neighborhood entities. In the classroom, crp has become more than a tangible "mic-drop" lesson but a philosophical way of living and learning. These practices honor student cultural schemas and intellectual repertoires, support the abandonment of assimilationist agendas and establish spaces for youth to develop conscious resolutions. We view students not as blank canvases, but students ready to make sense of their worlds. In dual languages courses across the globe, students are reclaiming and rescuing their mother tongues and re-awakening their intersectional identities. Dual language opportunities are centered in recognizing the power and knowledge in our student communities. By implementing crp in our DL classrooms, we strengthen the power of our students, affirm their unique identities and lived realities, and establish an educative model that demands anti-oppressive practices, beginning with our reclamation of language. In the San Antonio Independent School District (SAISD), bilingual, dual language education is a staunch transformative cultural action. SAISD dual language educators manifest crp through content-specific resources, community intercambios and critical pedagogical understandings. This session will echo the narrative that our youth and communities are intellectual, by sharing educational experiences and strategies based on honoring our students journeys. This session includes practices of In Lak'Ech, explicit teacher pedagogical strategies that honor students, community projects, and examples of support at the district level. The session will include opportunities to interact with peers through the use of structured conversations.

Isela Almaguer

Recognizing Latinx Bilingual Learners' Academic Success

This research study examines the cross-language associations among Spanish-speaking children's English and Spanish vocabulary, letter-word, and other phonological skills; the changes they exhibited in those skills during kindergarten through 5th grade; and the extent to which Spanish skills accounted for English skill gains. The data includes literacy assessments administered to students during their kindergarten through fifth grade and target bilingual learners' reading success and its correlation to their academic success.

Dra. Zenaida Aguirre-Muñoz

Escritura en acción: Elevando el desarrollo del lenguaje académico con andamiajes culturales, lingüísticos y discursivos

Esta sesión presenta un modelo de aprendizaje dinámico para la instrucción de escritura implementada en un programa de doble inmersión. El modelo utiliza andamiajes culturales, lingüísticos y discursivos que se destaca en actividades que establecen recursos lingüísticos explícitos para alumnos con dificultades en escritura, así como aquellos que dominan el inglés más que el español y aun requieren andamiajes lingüísticos. La sesión presentará una secuencia de actividades concretas, un modelo de lección, un proceso para analizar modelos de texto y los patrones del desarrollo de escritura. Participantes recibirán recursos para uso inmediato.

Please check back
frequently for
new session
add-ons.

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conference at
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Mr. Steve Beasley

Sticky Strategies for EL Vocabulary Acquisition

It is our objective to share teaching strategies that educators can implement immediately to engage English Learners. The strategies modeled can be implemented without the purchase of additional materials and can be used with any and all curriculum. They are also designed to support the reading, writing, speaking and listening of English Learners.

Participants will experience a variety of strategies to encourage student's responses and interaction with critical content – from the casual to the more formal and structured. Participants will leave with newly acquired skills and strategies to implement in grades 3-12.

This session will be conducted as a highly interactive classroom experience. Participants will consider a variety of approaches to prompt and encourage students. Attendees will debrief their experiences as both learner and educator. PowerPoint will be used to direct, not to instruct. Participants will be up, moving around, engaged in quality conversation with content just as students should in a classroom. We believe strongly in the premise: "We learn what we do!" and know this applies to a higher-ordered thinking classroom.

Mr. Steve Beasley

Active Reading Strategies: Engaging EL Learners

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Dr. Sandra Benavidez

Global Education Practices, Transcripts, and Cultural Norms

English Learners have historically graduated at lower rates than their peers, therefore, effective interventions are of the utmost importance for these at-risk students. This session provides a better understanding of educational practices, cultural norms, and transcripts from around the world to build a more empathic and culturally competent student experience.

Participants will learn about the top immigrant student populations represented across the United States. Apart from cultural norms and learning educational practices from each respective country, educators will be provided with intentional transition recommendations to supporting the whole-child.

Additionally, interpreting foreign transcripts at a curriculum level is a challenge for many US schools. Practical information regarding the interpretation of these documents along with credible online resources will be discussed to help participants make the most efficient education decisions, with the highest impact for student success. A short calibration activity will take place to emphasize the inconsistencies in reviewing foreign records.

Mrs. Joanne Billingsley

Celebrating the Benefits of Bilingualism - Build a More Powerful Brain by Learning a Second Language

Research confirms that Bilingualism can offset some of the negative aspects of poverty. Discover how learning a second language enhances problem-solving skills by strengthening selective attention and inhibitory control. Learn to implement robust strategies that accelerate language learning by providing highly interactive, multi-sensory language learning experiences.

In this session, educators will:

- Gain valuable information about the benefits of Bilingualism they can share with students
- Learn to incorporate specific strategies for building a language-rich classroom
- Develop creative instructional tools for teaching difficult-to-learn academic terms
- Learn how to engage students with academic text through the use of story
- Discover association methods that increase student comprehension, working memory & attention

Mrs. Veronica Burnett

Increase Student Engagement and Understanding with the 5E Instructional Model in Math and Science

This session will utilize an inquiry-based curriculum, which incorporates the research-based, constructivist phases of the 5E Instructional Model. Participants will be provided a sequenced pathway, resources, and support for meeting the needs of all students in all K-12 science classrooms.

The BSCS 5E Instructional Model is an effective way to engage students in learning. "Developed in the 1980s, the 5E Model consists of five phases: engagement, exploration, explanation, elaboration, and evaluation. Each phase has a specific function and contributes to the teacher's coherent instruction and to the learners' formulation of a better understanding of scientific concepts." (Bybee et al., 2006) Using sequences of lessons that incorporate student-centered, hands-on investigations is designed to challenge current conceptions and provide time and opportunities for reconstruction to occur can assist students' construction of knowledge.

In addition to participants experiencing the 5E Instructional Model, additional features called Intervention and Acceleration (+IA) are provided to teachers. These additional resources identify and close the gaps in student content knowledge that lead to achievement gains, as well as provide enrichment activities for other content areas linked to science content.

STEMscopes is a tightly and 100% NGSS-aligned, online curriculum, which provides a complete, coherent, and supported pathway for the academic success of students using an enhanced 5E instructional model. Since STEMscopes is an online digital curriculum, it can be easily adapted to deliver an exclusive virtual experience for classes. Although face-to-face experiential learning is best for students, accommodations can be made to deliver the enhanced 5E instructional model in a virtual or e-learning setting. Finally, through the 5E+IA curriculum model, teachers are given choice and success in meeting the varied academic and learning needs of the students in their science classrooms.

Mrs. Sheila Chabera

Engaging Writing Strategies for Secondary Students in an ESL Classroom

For the third year in a row, this session has been full at Region 4 for the annual Bilingual/ESL Conference. Secondary ELA and all other content area Teachers, Instructional Coaches/Specialists, and Administrators fill the room to learn about engaging ways to get our ESL students at the secondary level to overcome obstacles when it comes to reading and writing.

Ms. Julia Cuevas-Guerra

The Effects of the Practice-Based Coaching Model in Emerging Biliteracy Instruction: A Descriptive Case Study of Early Head Start Mentor Coaches and Caregivers

This presentation presents the findings of a qualitative descriptive single case study that explored the effects of implementing the Practice-Based Coaching model at an Early Head Start center in south Texas to provide professional development by three bilingual mentor coaches to three bilingual teachers of young children ages 2-3 about emergent biliteracy instruction. Data was collected from mentor coaches and caregivers through reflexive journals, focus group interview "platicas", pre and post observation checklists and surveys to get their perceptions and experiences with the model. The findings showed the Practice Based Coaching model created a ripple effect that generated a coach-teacher collaboration through social learning that expanded teacher's knowledge and skills of emergent biliteracy practices. This knowledge transformed teachers' practices and performance which then increased student engagement and led to biliteracy development and learning. The implications are for teacher educators and teachers interested in using the Practice Based Coaching model for professional development opportunities that support social learning and expands teacher's knowledge and skills of emergent biliteracy practices.

Mrs. Rita Cundieff

From Compliance to the Classroom

Research indicates that teacher collaboration can positively impact student achievement. The needs of our English Learners vary and can be challenging to meet without specific communication between teachers. When supporting English Learners, it is imperative for stakeholders to ensure that compliance is evident in classroom practices. Our classroom teachers should not only comply with LPAC recommendations but ensure that these best practices are regularly in place for our students. The goal of this session is to show campus personnel examples of what compliance looks like in the classroom.

Christine Davis

Supporting Rigorous and relevant learners

Participants will discuss common challenges for English learners and learn strategies to provide instructional supports for close reading of complex texts. With the tools presented, participants will be armed with strategies to realize the learning potential for all students with a focus on English learners.

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Mr. Nguyen Dao

Dragon-Lion Dance and Variety Shows: The Role of Cultural Performing Arts in Biliteracy Socialization

This paper is part of a larger ethnographic case study which corresponds to the language shift among Vietnamese American youths and Vietnamese bilingual education in the U.S. Under the paradigm of language socialization (Ochs & Schieffelin, 1984), the continua of biliteracy (Hornberger, 1989), and language ideology (Silverstein, 1979), the study documents how bilingual teachers, through daily pedagogy and language practices, socialize students into biliteracy skills in Vietnamese and English in two different settings: a Vietnamese as a Second Language program for children at Bamboo community center and a Vietnamese Two-Way Dual Language Immersion program at Peak Elementary, both located in a central Texas city. Data is drawn from participant observations, audio-recorded lessons, interviews with teachers, and collection of artifacts (e.g., teacher-generated materials and visual records of teacher practices).

Findings suggest biliteracy socialization transpires both inside and beyond the school boundaries. More specifically, during Lunar New Year days, students at both sites engage in cultural performing arts activities held by the local Vietnamese American community: Peak Elementary students tour the city to perform dragon-lion dance after school and on the weekends; meanwhile, the Bamboo students perform a Vietnamese children song in a variety show. The participant teachers help coach, choreograph, and rehearse the children who perform as extracurricular biliteracy practices. Teachers and students' direct involvement in the community events created by and for Vietnamese Americans, therefore, not only contributes to the students' cultural identity formation (Lieu, 2001), but also promotes contextualized perspectives on biliteracy (Hornberger, 1989; Street, 1984) and school-community cohesiveness, which in turn acts as an 'ethnic ecology' where bilinguals are provided with an optimal environment for their bilingual and biliterate socialization. To conclude, the paper calls for more integration of cultural events held by transnational communities into school curricula, through which multiculturalism and multilingualism are legitimized and celebrated.

Ms. Blanca De La Sierra

Strategic Planning for Successful Launch of a Dual Language (DL) Program: A District Perspective

This session provides program administrators, principals, and teacher leaders with one district's blueprint for engaging stakeholders in a year-long process for planning, designing, and launching a new dual language immersion program model. The district's model redesign process was grounded in the current research on best practices in dual language model planning and implementation. District stakeholders engaged in an in-depth study of the research and collaborated around the thoughtful design of a language allocation plan that provides structured opportunities for students to make cross-language connections and build metalinguistic awareness, as well as a clearly articulated pathway to biliteracy. The district's model design is customized to align with and support extant district initiatives and priorities. The session walks participants through a large district's step-by-step process in shifting from an early-exit transitional bilingual education model to a one-way dual language model at 15 elementary schools. Presenters will share key lessons learned and pitfalls to avoid. Participants will have opportunities to reflect on new learning as it connects to their own district needs and experiences, actively dialogue with colleagues around session topics, and ask and get questions answered throughout the session. Participants will recognize the importance of providing district-level support in the areas of staffing, curriculum, resources, professional development, and assessment to dual language immersion program sustainability and success. They will leave with a clear picture of one district's planning process for initial dual language model implementation, as well as a deepened understanding of the district-level supports needed to ensure DL program sustainability and success.

Mrs. Silvia Dorta-Duque de Reyes

Palabra Amiga

Learn strategies for teaching phonics, spelling and morphology in Spanish. During this interactive workshop we will model how to efficiently teach accentuation based on Common Core en Español Standards. Participants will receive resources that can be used immediately. We will demonstrate how to teach punctuation skills in context using poetry. This workshop is for teachers that want to learn more about how to effectively teach Spanish. This workshop will be conducted in Spanish.

Dr. Mario Ferron

Changing Paradigms, Changing Lives: Implementing a PK-12, Early College Dual Language Program.

"In the United States, bilingual education has been used as a transitional program that aim to develop English in students that speak other language at home. Meanwhile, Dual Language programs aim to develop: biliteracy, biculturalism, and high academic proficiency in both languages.

To reach the academic biliteracy goal, dual language programs must continue up to twelve grade. We cannot reach full biliteracy when we stop academic instruction, and therefore, academic development, in one of the languages.

It's also difficult to reach full biculturalism when we stop instruction in one of the languages. Transitional bilingual education negatively impacts cultural identity, sending a message of language superiority by stopping home language instruction. Students not only loose language performance, they also lose cultural identity, identifying themselves more with the English language and culture.

In regards to academic performance, if we implemented a quality dual language program in elementary school, students should be ready to receive rigorous dual language instruction in secondary school; an education that truly prepares them to succeed in college and career.

A PK-12 Early College Dual Language Program truly fulfills the promise of biliteracy, biculturalism and high academic performance. A PK-12 Early College Dual Language Program allows students to develop full cognitive academic, cultural and linguistic potential. Students can also reach higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

This presentation can help you develop a PK-12 Early College Dual Language Program in your community.

Dr. Katherine Espinoza

"This is what my kids see every day": Bilingual Pre-Service Teachers' Embracing Community Funds of Knowledge as Border Thinking Pedagogy."

The present qualitative case study examines how community-based lessons impacted the practices, perspectives, and temporary teacher preparation placement experience of 16 bilingual preservice teachers. Grounded in the concepts of Funds of Knowledge, Border Thinking, and Border Pedagogy, the findings revealed that bilingual preservice teachers recognized local knowledge to create community-based lessons; community-based lessons were supported students' engagement and participation, and helped preservice teachers feel connected to students' communities. In order to prepare future teachers for supporting learners of diverse cultural and linguistic backgrounds, we must create and offer opportunities to allow preservice teachers to recognize and experience building connections to students' communities. One of the problems with preservice teacher education is the limited amount of time students are in the field, resulting in the feeling of only being a temporal presence in the classroom. The preservice teachers were in their placement for a total of ten weeks. Oftentimes, preservice teachers feel disconnected in their placements and do not feel linked to their students or the schools they are in because of this short allotment of time. Engaging preservice teachers in preparation projects that require them to learn the FoK of their students requires them to make a human connection with them. Going into the communities of the schools they served gave them a sense of belonging, they were no longer outsiders. Once they were able to draw connections to their own lives, the preservice teachers were then able to make lessons more meaningful for their students. Such lessons continue to teach against the grain by positioning students and communities as knowledge producers, which is essential to cultivating teachers who are prepared to be critically conscious educators (Valenzuela, 2016). Engaging BPST in targeted lesson planning which promotes FoK and community cultural wealth approaches to teaching creates spaces to transform standards-based instruction.

Ms. Damaris Free

Estrategias para el desarrollo de la fonética en español

"Developing biliteracy is a goal for many bilingual programs. Understanding Spanish literacy and its component can aid teachers in the creation of lesson plans that include the best instructional strategies for each language.

Understanding how to develop decoding and encoding skills in Spanish starting with the alphabetic principle to decoding and encoding can help teachers improve reading achievement in Spanish.

This session is geared towards teachers of EL's and SL's and promotes the use of authentic Spanish teaching methods and strategies to develop reading and writing skills with the end goal being biliteracy. "

Ms. Luz Garcia-Martin

"SAISD Family Engagement: Creating a Dual Language Parent Advisory Council in Your District – “Moving from Face-to-Face to a Digital Environment”

"San Antonio ISD is committed to developing the conditions for parents, students, staff, and other stakeholders to make meaningful change in their community as they re-member, re-frame & re-imagine the work of educating our SAISD dual language students. Through critical self-reflection, whether in a face-to-face or digital environment, parents come together to engage in learning approaches to drive change in their community.

In this session, parents, teachers, staff, and community members can hear first hand how SAISD set the stage for moving from a remedial to an enrichment dual language program model. The DL Parent Advisory Council is key in continuing our district transformation and program expansion. SAISD will continue to promote the parent engagement process by placing students, families, and communities at the center of the educational process.

Guajardo, M., Guajardo, F., Janson, C., and Militello, M. (2016). Reframing Community Partnerships in Education: Uniting the Power of Place and Wisdom of People 1st Edition, Routledge"

Dr. Esther Garza

Hermandad and Mentorship: Ensuring the Success of Latinx Preservice Teachers

There is a current need to address the nationwide teacher shortage leading to bilingual certification and supporting English Learners (ELs) for success. This research presentation expands our notions about first generation Latinx college students, Aspirantes, participating in a bilingual teacher preparation program. The findings will focus on how Aspirantes engaged in identity formation and how through the use of self-reflection a need for pedagogical shifts of decolonized pedagogies are warranted and can be developed from a culture of Comadrazgo and Hermandad (Machado-Casas et al., 2013; Bettez et al., 2009).

Dr. Norma Guzman

50 Years of Bilingual Education in Tejas: A Focus on the Beginning with Carlos Truan

This research presentation will utilize archival data to present a timeline on the role of Senator Carlos Truan in the passage of the Bilingual Education Act in Tejas. Beginning with an overview of Truan's life as a legislator and the role, he played in the passage of the Texas Bilingual American Education Act, later known as the Texas Bilingual Education Act. As we celebrate the 50th Anniversary of the national and Texas passage of the Bilingual Education Act, this presentation and research will solely focus on Texas and specifically the role of Senator Truan. We argue that Senator Truan is one of the forgotten heroes and hope that this archival research will provide current educators with knowledge on his efforts in bettering the life of Mexican-Americans and especially bilingual students in Texas. The research focuses on Senator Truan's work and utilizes archival papers to produce a timeline of the passage of the Bilingual Education Act in Texas.

Mr. Kenn Heydrick

Claim-Evidence-Reasoning: Scientific Explanations to Increase Student Voice

Claim Evidence Reasoning (CER) allows students to explain observed phenomenon in a scientific way. This structured approach allows students to use observations and data from an investigation and use critical reasoning to connect the claim to the evidence. This effective strategy promotes student understanding and explanations of concepts.

**STEMscopes/Accelerate
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Mr. Kenn Heydrick

Building ...through Science and the 5 ES

Oops! We are obtaining this session description as soon as possible.

Mrs. Carla Jano-Defez

Juega y diviértete aprendiendo vocabulario académico en español

"Carla Jano, Especialista Bilingüe/ ESL /Dual en Pasadena ISD les invitan cordialmente a unirse al taller interactivo "Juega y diviértete aprendiendo vocabulario académico" sobre cómo enseñar vocabulario académico en español para subsanar la pobreza léxica con la que nos enfrentamos hoy en día.

Esta presentación interactiva será de gran utilidad para aquellos educadores bilingües que necesiten actividades prácticas y fáciles de implementar, ideas sencillas y juegos variados para crear una clase rica en vocabulario académico. Entre otras, ofreceremos ideas para diseñar carteles, organizadores gráficos, despleables, juegos de palabras, sin olvidar los recursos en línea en español que incrementarán el uso de vocabulario en su clase.

Los participantes de este taller tendrán la oportunidad de conversar y discutir con sus colegas acerca de los varios métodos presentados para la enseñanza del vocabulario académico, potenciando la memoria a largo plazo. Además, podrán crear algunas actividades prácticas en varios contextos, con diferente rigor y dirigido a varios niveles.

Ms. Doris Linville & Ms. Carol Johnson

Building Knowledge in Two Languages: Fomentando conocimiento en dos idiomas

Students in bilingual and dual language programs graduate from high school headed to the career or college of their dreams. One of the main reasons for this success is the development of biliteracy. This session will explore the ways in which Renaissance supports biliteracy in bilingual and dual language programs.

**Renaissance Learning
Silver Sponsor**

Ms. Lupe Lloyd

Simultaneous Biliteracy

Administrators, come explore the research-based Simultaneous Biliteracy Academic Excellence Model, recognized by the U.S. Department of Education for Academic Excellence. Model anchors on explicitly balanced, biliteracy development, and closes language and literacy gaps by third grade. Critical cross-linguistic strategies will be shared. Experience how beginning to read in two languages simultaneously gives ELL students a tremendous advantage over native English speakers. TOP performance on State assessments produces graduates with a Biliteracy Seal on their diploma and college ready.

Dr. José Medina

"The Intersection of Mental Health and Sociocultural Competence in Dual Language Programs in the Aftermath of COVID-19"

"COVID-19 shelter in place mandates, as a needed measure to protect our health, were and continue to be imperative. For dual language educators, guiding and facilitating biliteracy instruction during and after this collective trauma, this has created a defining moment in how we serve our emergent multilingual students within a dual language programming context. The inequities in how schooling systems have always functioned, have now become increasingly glaring as we navigate through uncertainty.

The only option is to step up, to challenge, to advocate, and to deliver care and services for the students and families we serve. Dual language programs, specifically via sociocultural competence and critical consciousness, offer an opportunity to do so in alignment with the three goals of dual language programs and the third edition of the Guiding Principles for Dual Language Education (2018).

COVID-19 has altered our lives permanently. There are the physical consequences of the disease, but also, the long-term impact on the mental health of every stakeholder in our educational community. This focus must guide our decision-making process in dual language, as we examine our core values, not only to advance biliteracy educational growth, but also, to enhance and improve mental health outcomes for our students.

Trauma informed care through a sociocultural competence lens, within the dual language classroom, can provide our students the skills and tools to cope and achieve by embracing equity, social justice, and service to others as a way to heal personally.

Participants in this session will recognize and speak up about the challenges we face, support one another, and creatively explore and gain knowledge to incorporate mental health and social emotional wellness, as part of our unending journey toward sociocultural competence."

Dr. Kris Nicholls

Moving Your Transitional Bilingual Educational Program to Dual Language Immersion: Mapping the Journey

Thinking about moving your Transitional Bilingual Education (TBE) program to Dual Language Immersion (DLI)? Come learn about the journey toward planning and implementing a strong, successful, and sustainable DLI program for your district or site! In this presentation, you will learn what aspects of your TBE program can be carried forward into the DLI program, and what aspects are distinct for a DLI program. The Guiding Principles for Dual Language Education, 3rd Edition, along with the Texas Education Agency (TEA) DLI Implementation Rubric will be shared and the important role each document plays in creating a dynamic, research-based DLI program. Topics such as the definitions of one-way and two-way DLI programs, program and implementation models, research on DLI programs, the importance of creating a language allocation plan, enrollment policies, curriculum, student and teacher recruitment, providing Spanish academic language professional development for DLI teachers, creating a DLI District and Site Leadership Team, writing a DLI Master plan, and identifying a DLI program reflection system for continual improvement will be touched upon. A recommended timeline for moving your TBE program to DLI will also be shared.

Dr. Christopher Milk-Bonilla

Soy Orgulloso De Mi Herencia Indígena: Exploring Identity and Developing Oracy

"Purpose - We will demonstrate how to create culturally revitalizing curricula that help bilingual/bicultural elementary students explore their indigenous identity while developing oracy through authentic dialogue. Content - We will interactively present an indigenous identity unit for elementary grades. We will use student work, pictures and lesson plans to describe how we taught this unit at Academia Cuauhtli - an Austin ISD, City of Austin bilingual teaching collaborative. We will interactively demonstrate two lessons and guide participants in creating their own culturally revitalizing lessons.

Our first lesson will be an indigenous map lesson that encourages students to explore their connection to the Americas through their indigenous heritage. We will highlight the importance of integrating Mexican American/Indigenous studies and oracy through content-specific dialogue and academic vocabulary in which students explore cultural content through hands-on, collaborative exploration of maps and indigenous perspectives. We will also present and explain the cultural dialogue strategy and how it develops oracy through culturally relevant content.

Our other lesson will be an indigenous pride lesson that encourages students to express how they practiced their indigenous heritage in their everyday life. We will highlight the importance of integrating cultural arts and oracy through open-ended discourse in which students have to collaborate to create poems that express both personal meaning and integrate cultural content. We will present the collaborative poem strategy and how it develops oracy through collaborative, arts-based expression.

Finally, we will present a framework so that participants can use cultural dialogue and collaborative poems in their own classrooms. Participants benefit from this lesson by learning how to create culturally revitalizing curricula that both teaches social studies content and develops dialogic and expressive oracy skills. Participants will walk away from this session with two prepared lessons and two culturally revitalizing instructional strategies - collaborative poems and cultural dialogue."

Dr. Jo Beth Oestreich

Bilingual Lessons for People and the Planet

"Effective STEM-based lessons in elementary grades can start with natural math/science/social studies integration to discover more about the world around us. This integration is critical in developing problem-based learning around real-world issues. Human ecology offers a wonderful opportunity to teach key life science concepts, such as carrying capacity in nature, natural resource use, and how humans are forever changing Earth's landscape, habitats and biodiversity. At the same time, understanding human ecology concepts requires knowledge and practice in mathematical functions such as computation, measurement, graphical representation, statistical analysis and more. Making connections between people, places and environments is also a key theme in elementary social studies.

In this session, participants will learn how to integrate elementary curriculum around environmental themes, helping students understand sustainability and how human activities affect the environment. They will see how hands-on activities can be used to motivate and engage students, build their problem-solving skills and increase their content knowledge in life sciences, mathematics and social studies - all while building language and communication skills.

When students are learning a new language or becoming more proficient in their first language, hands-on activities can help them with their verbal skills, especially when the activity content is relevant to their lives. In this hands-on workshop, participants will engage in several inquiry-based activities that build understanding of sustainability issues, while also honing skills in life sciences, geography and mathematics. Presented strategies include an interactive story, concept mapping and a role-playing simulation. All participants will receive electronic versions of bilingual lesson plans, matched to state academic standards for several disciplines."

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Ms. Erika Ortega

"What experiences and challenges do dual-language teachers face while teaching remotely?"

This research presentation addresses the possibilities and challenges that dual-language teachers face during remote teaching. The case study captures the teaching experience of three dual-language teachers' who have shifted to remote education during a pandemic. The study investigates the following research questions.

What have been some experiences and challenges when teaching remotely? How do you find resources to conduct remote teaching?

What are some ideas or activities that you would like to incorporate when returning to your classroom?

This session will provide opportunities for participants to collaborate, reflect, explore, and gather ideas to apply in their Google Classrooms for future planning and incorporation of technology to dual-language learners.

Ms. Jessica Prado

¿Cómo se dice "Tech Savvy"?

"In a world where there are so many technology options and apps, it can be confusing as to what you're going to implement in your classroom, especially for ELs. Come learn about a method that will not only narrow down but also simplify your options. Through the ADDIE method, which is the generic blueprint traditionally used by instructional designers and training developers, we will be adapting this method for the everyday bilingual/ESL teacher to formulate their own instructional plan that integrates technology .

There are so many apps and edtech tools available today, you might expect to find countless resources made specifically for EL, bilingual, or dual-immersion classrooms. Unfortunately, this isn't the case. Technology resources designed specifically for English-language learners are few and far between. Nevertheless, we will explore many existing edtech tools and strategies that can be implemented with your ELs, even if the tools themselves aren't EL-specific. Some might even be tech resources you've already heard of or used before that offer accessibilities that can be helpful towards ELs.

Participants will benefit from our many years of combined experience integrating content, technology, and language acquisition with our EL students. We will discuss successes, challenges & lessons learned with organizing and utilizing digital tools in the classroom. We will share comprehensive strategies that have proven to be successful for students with varying degrees of needs & challenges.

In this session, we will be demonstrating how to integrate content alongside developing language. Teachers will leave this session with resources and easy to use practices that can quickly be embedded in their current teaching methods. Our goal is for participants to come out saying ¡Yo soy "Tech Savvy!"

1 = 4
2 = 8
3 = 12
4 = 16
5 = 20
6 = 24
7 = 28
8 = 32
9 = 36
10 = 40
11 = 44
12 = 48

5 X

Mrs. Vivian Pratts

Strategically Connecting Language through Preview/View/Review and Cross Linguistic Connections

Bilingual education classrooms most often follow a language and literacy separation biliterate model where the use of English and Spanish literacy activities always occur separately (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, Escamilla, 2014; Garcia,Ibarra-Johnson & Seltzer, 2017; Cummins, J, 2008). It is critically important that reading instruction in the target language for emergent bilinguals build on the concepts and skills that they have in the other language (Escamilla, et al, 2014; Cummins, J. 2008; Horneberger, N. 2005). In addition, research shows that teachers should leverage students' full linguistic repertoire to support reading development and to foster biliteracy (Garcia, et al. 2017; Gort, M. 2015; Garcia, O., & Kleifgen, J. 2010)

Mrs. Elisabeth Pugliese

Bilingual Instructional Leadership for Promoting Teachers' Capacities to Serve English Learners

"Classrooms are becoming increasingly diverse, 16.8% of public school students in Texas are English learners (NCES, 2018). Teachers working with ELLs are seeking opportunities to expand their capacity to address the needs of a heterogeneous student population. Administrators are taking an instructional leadership role which includes supporting teachers as they address the needs of English language learners. Project MOOPIL is a federally funded grant, conducted by researchers at Texas A&M University. It stands for Massive Open Online Professional Individualized Learning. In September 2020, Project MOOPIL will enter its fourth year providing virtual professional development opportunities for Texas educators working with English learners. This paper is a content analysis of administrator responses while participating in Project MOOPIL, in regard to instructional leadership that promotes teachers' capacities to serve English learners. Administrators identified (a) ways in which they guide teachers towards awareness of EL student needs; (b) how they support teachers so that they develop capacity in effective, research-based instructional practices that support EL achievement; (c) the specific success indicators which indicate progress toward meeting achievement goals for ELs; and (d) evidence of teacher incorporation of effective instructional practices.

In the 60-minute presentation at TABE, we will share the latest findings from a content analysis of administrator responses from Project MOOPIL. We will also offer training for administrators to develop their instructional leadership for EL capacity, using the MOOPIL Leadership for Els: Els in US Schools."

X
= 8
= 16
= 24
= 32
= 40
= 48
= 56
= 64
= 72
= 80
= 88
= 96

9

9 X 1 = 9
9 X 2 = 18
9 X 3 = 27
9 X 4 = 36

10 X 1 = 10
10 X 2 = 20
10 X 3 = 30
10 X 4 = 40

11 X 1 = 11
11 X 2 = 22
11 X 3 = 33
11 X 4 = 44

12 X 1 = 12
12 X 2 = 24
12 X 3 = 36
12 X 4 = 48

Ballena Elena

La ballena Elena

Mrs. Siury Pulgar

"Giving parents easy-to-use tools to support bilingual learning at home and on the go"

Most parents wish to support the efforts of a dual-language classroom but not everyone can. By empowering parents with the right tools that help extend at home what teachers do in the classroom, we can all get closer to a successful bilingual learning experience. It takes a village!

Dr. Luz Mary Rincon

Writing in two Languages: The Biliterate Trajectory of English and Spanish Dominant Students in Biliteracy Programs

This presentation discusses findings of a study on the biliterate trajectory of Spanish dominant and English dominant students in a two-way dual language program. A side-by-side analysis of the participants' composing process in both languages corroborate that effective development of primary language literacy skills can provide a conceptual foundation for long-term growth in biliteracy skills. In addition to supporting the argument for the transfer of literacy skills across languages, longitudinal data in the study show that metacognitive processes that bilingual students apply bear similarities across the two languages; learners test hypotheses of how the rules of the second language operate, look for patterns in how languages are similar and different, and apply those postulates as they become more sophisticated writers in both languages. The presentation gives the participating audience the opportunity to examine samples to identify developmental patterns across languages in the trajectory towards biliteracy.

Siempre sonreia

Dr. Laura Ramos

Biliterate and Digital Literate Students: Planning Digital and Interdisciplinary Writing Experiences for the 21st Century Bilingual Learner.

"For teachers of emergent bilinguals, the development of biliteracy and digital literacy can be a daunting task. The purpose of this demonstration is to show participants how to plan digital writing experiences that integrate content areas, academic language, and technology, with the aim of developing biliteracy. This session describes the results of a case-study involving elementary dual language students enrolled in a Title I elementary school of Texas.

In the session first, I will start by describing the linguistic and cultural diversity of the United States. Emphasizing that as a nation there is a tremendous potential for bilingual students to become biliterate.

Second, I will explain that effective biliteracy development includes comprehensive instruction that merges the teaching of language features in tandem with academic content areas in the students' home and school languages (Cummins, 2002).

Third, I will discuss that the educational setting requires students to become digitally literate. New competencies include the asynchronous collaboration of students beyond space and time, the use of practical communication skills for different purposes, and the use of various digital mediums to do so. I will situate the importance of planning bilingual digital writing experiences since according to the literature review there are scarce students involving digital literacies and biliteracies.

Fourth, I will showcase students' writing samples, planning tables, and data from the case-study. Emphasizing how technology affirmed the students' identities through translanguaging experiences, online collaboration, and topics connected with their realities. Finally, I will discuss how to assess the digital biliteracy trajectories of the students using a digital multimodal writing rubric.

This session will benefit students because it will allow teachers to learn how to use technology to develop their students' biliteracy and will support filling the gap found on the topic of biliteracy development through digital literacies."

Mrs. Luz Roth

Centros para promover el puente entre el inglés y el español

According to the National Education Association, NEA the population of second language learners has experienced an increase of over 60% in the last decade; becoming the fastest-growing group of students in our nation's schools. In order to better serve this population inside the classrooms, educators must understand how language transference occurs. Curriculum and lesson planning must include bridging strategies and meta-linguistic analysis that will ensure biliteracy development and academic success.

Mr. Andrés Ruza

El aprendizaje en los tiempos del COVID: Local field learning with NatGeo

"At the time of writing this abstract: we are on lockdown, schools are closed (physically), and the world as we know it has drastically changed due to the Covid-19 pandemic. What the future holds is still uncertain-- but what is certain is that our educational best-practices have to adapt to new norms.

Over the past few months, National Geographic Explorers and Educators have been collaborating to adapt to this new learning paradigm and its challenges. This presentation seeks to share success stories, highlights, and some of the ""best of"" pandemic-learning strategies we have seen--from modern day educators and those from centuries ago!

Even in the face of these challenges, our mission remains as important as ever--to inspire people to care about the planet. The lessons highlighted in this presentation aim to do just that, be fun, novel ways to connect us to each other and the planet (even while social distancing). "

Dr. Jessica Salazar

A Framework for Instruction in Science for English Learners: Vocabulary Strategies

This session focuses on presenting research-based vocabulary strategies to assist English Learners (ELs) to become more efficient in deciphering the meaning of unknown words in informational science texts. This session will emphasize the importance of bridging English and Spanish when using these effective vocabulary strategies. Teachers will gain effective strategies that will increase comprehension of science concepts with English Learners (ELs) emphasizing **vocabulary enrichment**. Teachers will practice and explore effective **vocabulary strategies** to implement in their teaching to enhance student achievement by *listening* and learning effective vocabulary strategies when students *read* informational texts in science.

Mr. Rickey Santellana

Maximizing Effective Professional Development with Title III funds

LEAs who draw Title III, Part A federal funds are required to offer effective professional development to educators and school leaders. LEAs are always looking for better systems when it comes to utilizing their state and federal funds to benefit English learners. Participants will explore innovated practices that are above and beyond state required professional development. This presentation will help reframe and maximize professional development opportunities with federal funds to support academic and proficiency growth of English learners.

Dr. Patsy Sosa-Sanchez

Bi-literacy in ALL classrooms: Utilizing Funds of Knowledge, Multicultural Literature and Native Language for Academic Success

"While bilingual education continues to empower English Learners (ELs), we continue to seek avenues to build academic excellence through our pillars of success - creating bi-literate, bicultural and bilingual students. The use of funds of knowledge, multicultural literature and the students' native language are the most powerful tools in creating culturally relevant pedagogy, while encouraging the use of bi-literacy in the classroom. These cornerstones facilitate learning and teaching that supports the cognitive growth necessary to succeed from primary to post-secondary education.

This presentation will provide its audience with the background of funds of knowledge, a term coined by Moll (2001) and is associated with Vygotsky's Zone of Proximal Development, which allows for background knowledge to be validated as the student knows it. Students' personal experiences are valuable in that they can be used to create relevance for a student's learning. This, coupled with multicultural literature, and the use of the student's native language fosters comprehension of both languages in the content areas. Activities will be shared with the audience that will facilitate instructional methods to support this type of learning for English Learners.

First, the presenter will explain how the funds of knowledge fosters culturally relevant pedagogy as a vehicle for academic EL success. By providing this overview, it will set the tone for teachers to use their creativity in their delivery of instruction.

Second, the presenter will share methods and approaches using culturally relevant literature, coupled with using student dialogue, to support the enrichment of relevant conversation that support comprehensible input the content areas. These will prove to be supportive of EL student success.

Third, the presenters will provide opportunities for attendees to share their experiences in a short dialogue session to allow them to walk out with a valuable teaching EL toolbox.

Mrs. Carlene Thomas

General to Specific: Leveraging Best Teaching Practices to Target English Learner Support

With mountains of tasks surrounding them, teachers can feel at times that differentiated instruction is just one more thing to do. Although the desire to reach English learners (ELs) at all proficiency levels is there, limited planning time and varied expectations can sometimes drive the decision for teachers to rely on general best-teaching practices to meet the needs of ELs. General best practices are a foundational base for quality instruction for English learners, but they are insufficient in providing accelerated learning for ELs. Best teaching practices must be combined with an explicit language focus in sheltered instruction to support comprehension and use of academic language for ELs. (Moughamian, Rivera, & Francis, 2009; Hansen-Thomas, 2008). English learners need targeted and intentional language support through content instruction to be successful in bilingual education and English as a second language (ESL) programs. This session will break down the ways in which teachers can expand and amplify best teaching practices to provide authentic, meaningful support for our English learners. Participants will engage in interactive activities, targeted discussions, and reflective moments for application of new learning. They will walk away with practical methods for taking general teaching strategies (related to vocabulary development, cooperative learning, and visuals) and tweaking them to be specific to the needs of English learners, building upon the assets ELs bring to the classroom. Overall, participants will see how to integrate targeted sheltered methods in realistic ways that maximize time and effort, helping to make differentiated instruction feel more attainable and to increase the academic achievement of English learners at all levels of English proficiency.

Dr. Sarah Straub

Campus Racial Climate for Latinx Undergraduations and Latinx Professional Teachers

"A group of Latinx undergraduate students were interested in replicating a study done by T.J. Yosso, W.A. Smith, M. Ceja, and D. Solórzano (2009) in which racial microaggressions and campus racial climates for Latinx undergraduates were assessed through a qualitative study. These students also collected data from a convenience sample of Latinx professional educators across Texas. In this session, attendees will explore the results of these interviews and engage in a critical discussion of the three research questions: (1) what types of racial microaggressions do Latinx undergraduates/professional educators experience? (2) what are the effects of racial microaggressions for Latinx undergraduates/professional educators? (3) how do Latinx undergraduate/professional educators respond to racial microaggressions?

This session is informed by a critical race theory lens and addresses racial microaggressions in the context of microassaults, microinsults, and microinvalidations (Sue, 2007). We adopt Solórzano's (1997) adaptation of critical race theory scholarship based on his application of this framework to education.

What first interested this group of students for the need to replicate this study was a claim from the original article: "We distinguish between diversity of convenience, the form most often endorsed by universities, and genuine diversity or pluralism, which seems increasingly difficult to realize in an era of "color-blind", "race-neutral" politics" (Yosso, et. al., 2009, 664). Having recently established our own "diversity" group on campus, the feeling was that we had checked a box off for our department – and, that was not a good place to be. Rather, it encouraged continued critical analysis. The results of this study will be explored during our session."

Dr. Maria Torres

READING AND WRITING BILITERACY SKILLS "Y ALGO MÁS"

"A person who is bilingual can fluently speak two languages and is biliterate because he/she can read and write proficiently in those two languages. Many of our students may be bilingual, but not biliterate. We need to break the cycle by supporting our students to read and write academics proficiently in both languages of study.

This presentation was designed with specific activities (listening, speaking, reading and writing) for elementary and some secondary level teachers who work in Dual Language or Bilingual settings. Participants will use Manual del Lenguaje, Entre Palabras and A+ Kits Graphic Organizers, to prepare them to develop reading, writing and vocabulary activities to support biliteracy in English and Spanish in their classrooms. Teachers will be empowered to transition their students from bilingual to biliterate.

Participants will understand the how and when to use grammar, reading and vocabulary activities while they modify one of the lessons presented. They will be able to bring back to their classrooms, ideas to design either a writing or reading lesson leading to the attainment of biliteracy. The presentation techniques will include lecture and interactive hands-on experiences to utilize with their Bilingual or Dual Language Learners. Those in attendance will practice Language and Reading Biliteracy Skills "y algo más."

Vista Higher Learning
Silver Sponsor

Mr. Francisco Usero-Gonzalez

"Virtual Project-Based Learning and how to develop cooperative learning skills and socio-multicultural competences."

"Ask not what your teammates can do for you. Ask what you can do for your teammates" by Magic Johnson, highlighted and summarized the importance of individual contributions to the benefits of the community.

Before Covid-19 pandemics, Spanish language teachers and educators who worked with Project-Based Learning (PBL) methods in their daily classrooms, faced new challenges to continue that type of implementation. During the remote-learning period, those educators who worked with PBL in all grades and levels needed to find innovative ways to develop linguistic and cultural skills in virtual settings through Google Classroom, Zoom or Microsoft Teams. Participants will be introduced to ideas to manage groups and role assignation for the learning group members like specific goals for each role. In addition, participants will learn about other important issues concerning values and respect towards diversity in terms of specific needs of the students and multicultural diversity as well. The roles of teachers and students during this remote-learning period will be introduced to the participants with examples of the presenters' practices. At the end of the presentation, participants will be invited to participate in the design of a remote-learning lesson with the strategies and techniques of this workshop to deal with multicultural diverse settings with digital apps such as EdPuzzle, PearDeck, and other educational student-friendly apps. Participants are required to bring their own digital devices and have connection to the Internet to be able to set their virtual learning environment."

Dr. Hsiaoping Wu

Two tongue tied: Bilingualism in the global contexts and current academic outcomes

The study examined the countries that have implemented bilingual education and their academic outcomes. The findings shared a pattern of implementing a bilingual education with a culturally specific modification. The study examined the counties from the lens between first and language inter-relatedness. The interdependence hypothesis of second language acquisition suggests that a strong basis in one's first language serves as the best foundation for high achievement in a second language, and that a successful bilingual program should provide for the development of academic skills and concepts in both languages (Cummins, 1978, 1979, 2000). Therefore, the bilingual education has been on the rise globally for different purposes, such as the consideration of ethnolinguistic needs, multiculturalism, or the economic needs. This presentation will address the following three discussion items with bilingual and ESL professionals. First, this presentation will examine the historical circumstances that gave rise to this unique bilingual education policy in different contexts, present the available data on student academic achievement and proficiency in English and students' mother tongue, and report the evidence available concerning students' degree of bilingualism and biliteracy. Second, the presentation will discuss challenging and coping strategies to make transition to English-medium educational for all. Third, this presentation will discuss concerns, approaches and pedagogy to prepare bilingual and ESL teacher candidates based on the specific context needs.

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