

Region One Education Service Center

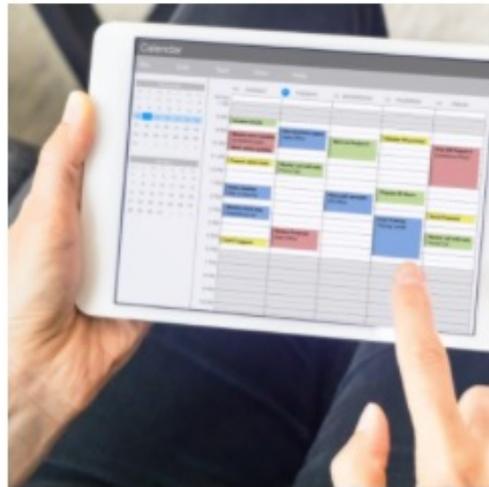
The Center for Excellence in Education of Diverse Students in collaboration with Project RISE present the

6th Annual Effective Border Schools Virtual Conference

Multiliteracy: The Key to Unlocking Global Competence



KEYNOTE SPEAKERS



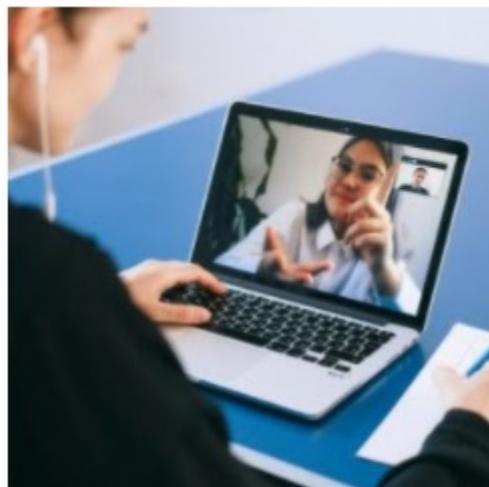
FULL SCHEDULE



SPONSORS AND EXHIBITORS



TUESDAY BREAKOUT SESSIONS



WEDNESDAY BREAKOUT SESSIONS



RESOURCES

Keynote Speakers



Richard Carranza

Richard A. Carranza is the Chief of Strategy and Global Development for IXL Learning. Having most recently served as the Chancellor of the New York City Department of Education, the largest school system in the nation, where he was responsible for educating 1.1 million students in over 1,800 schools.

During Carranza's more than three decades in education, he has served in virtually every role. Prior to New York City, he was the superintendent of the Houston Independent School District, the largest school district in Texas, and the seventh largest in the United States. Before that, he served the San Francisco Unified School District, first as deputy superintendent and then as superintendent. Before moving to San Francisco, Carranza was the Northwest Region Superintendent for the Clark County School District in Las Vegas. He began his career as a high school, bilingual social studies and music teacher, and then as a principal, both in Tucson, Arizona and Las Vegas, Nevada. The son of a sheet metal worker and a hairdresser, Carranza credits his public school education for putting him on a path to college and a successful career. He believes that a great education not only changes lives, but also saves lives.

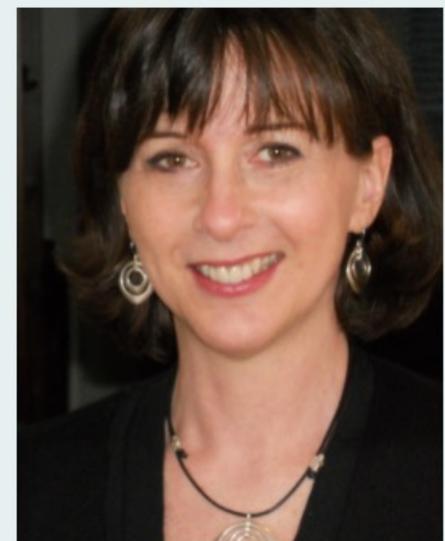
Carranza is the past chairman of the Board of Directors for the Council of the Great City Schools, where he served as a national spokesperson on significant issues facing urban school districts. He also served on the Board of Directors of the Association of Latino Administrators and Superintendents, the National Commission on Teaching and America's Future, the American Association of School Administrators Executive Committee, and the K to College Advisory Board. Education Week profiled Carranza as a national "2015 Leader to Learn From." He earned a Bachelor of Arts degree in secondary education from the University of Arizona and a Master of Education with distinction in educational leadership from Northern Arizona University. He completed his doctoral coursework in educational leadership through Northern Arizona University and Nova Southeastern University. Carranza is a fluent Spanish-speaker and an accomplished mariachi musician.

Dr. Sonia Soltero

Sonia W. Soltero is Professor and Chair of the Department of Leadership, Language, and Curriculum, and former Director of the Bilingual-Bicultural Education Graduate Program at DePaul University in Chicago. Soltero has numerous publications on developing bilinguals, bilingual education, and Latino education, including three books, the latest entitled "Dual Language Education: Program Design and Implementation". She has been involved with dual/bilingual education for more than thirty years as a dual language teacher, university professor, professional developer, and researcher. In addition, she has served on numerous national, state and city education commissions and is co-founder and co-chair of the English Learners Advocacy Council in Higher Education (ELACHE). Soltero has extensive background in design and implementation of dual language and bilingual programs and has worked with school districts across the US.

Creating Culturally Embedded Biliteracy Ecosystems

Biliteracy represents the intersections of bilingualism, literacy, and multiculturalism in all their dimensions. In this keynote presentation, I propose a shift in how we approach the development of biliteracy that intentionally and systematically embeds bicultural/multicultural fundamentals in the teaching and learning of literacy and language skills in two or more languages. We can do this by building school and classroom linguistic and culturally responsive ecosystems that engage students' heritage and new cultures; support the development of cultural-embedded biliteracy; integrate linguistically and culturally relevant and responsive curriculum; and use authentic literature and meaning-based instructional approaches.



Keynote Speakers



Dr. Mariana Souto-Manning

A first-generation immigrant and multilingual learner, Mariana Souto-Manning, Ph.D., is Professor of Education at Teachers College, Columbia University in New York, USA. Before working to prepare and support the learning of teachers, Souto-Manning was a teacher in public schools and in preschools in Brazil and in the US. Souto-Manning holds additional academic appointments at the University of Iceland and King's College London, where she offers expertise pertaining to justice in education and immigrant students. Her work seeks to interrupt inequities and injustices in teaching and teacher education, fostering spaces of possibility, humanity, and affirmation for multilingual students of Color. She regularly collaborates with teachers and engages in community-based research. In addition to ten books and numerous book chapters, Souto-Manning has authored or coauthored over 80 peer-reviewed articles. She has received a number of research awards, including the American Educational Research Association (AERA) Innovations in Research on Diversity in Teacher Education Award. She is the proud mother of two multilingual sons, who attend(ed) bilingual education in New York City public schools. She is a Nepantlera, whose family inhabits the borderlands of the US and Brazil.

The politics of belonging: Teaching multilingual students in the pursuit of justice

Belonging matters. Despite its importance, in US classrooms and schools, the politics of belonging serves to exclude. Attending to the bordering and exclusion of multilingual students, in this presentation, Profesora Mariana Souto-Manning explains how history, race, justice, and language inform borders that exclude multilingual learners. Then, she offers a framework for transforming teaching for multilingual learners in the pursuit of justice. Her presentation offers tools to analyze and interrupt exclusion as well as insights into teaching practices that affirm the full humanity, the power, and the brilliance of multilingual learners.

Dr. Kathy Escamilla

Kathy Escamilla is a professor of education in the division of social, bilingual and multicultural foundations. Dr. Escamilla's research centers on educational issues related to Spanish speaking language minority students in U.S. schools. She is specifically interested in issues related to the development of bilingualism and biliteracy in early elementary grades for this Spanish speaking population. Her recent research has also examined assessment practices and the impact of high stakes testing on these children.

Dr. Escamilla is a member of numerous professional organizations in education and has served two terms as the president of the National Association for Bilingual Education. She has recently been appointed as a co-editor of the Bilingual Research Journal, and has served as the chair person of the Bilingual SIG for the American Education Research Association (AERA).

The Importance of Metalanguage in the Development of Multiliteracy

Successful development of (bi)literacy depends on a holistic view of how (bi)literacy is acquired. This presentation will present an overview of a comprehensive biliteracy model and then will focus on one aspect of (bi)literacy development, that of metalanguage. Metalanguage is one of the least understood components of this framework. In this presentation, metalanguage will be defined, and a brief overview of the research on metalanguage will be presented. The remainder of the presentation will be devoted on how to implement metalinguistic strategies in classrooms developing multilingualism.



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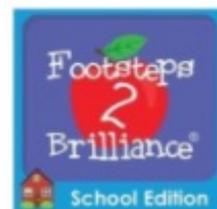


Edna Carter & John Kresky

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Connect to Literacy, developed by Summit K12 specifically for the Texas English Language Proficiency Standards (ELPS), is proven to close gaps in all four domains for English learners and ensure sustained, predictable growth on TELPAS.

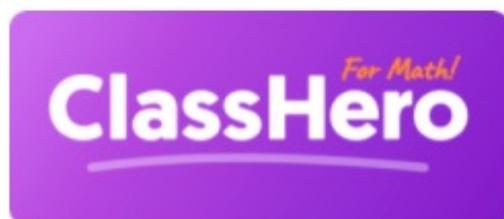


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**imagine
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Breakout Session #1



Estrategias para la internacionalización del currículo

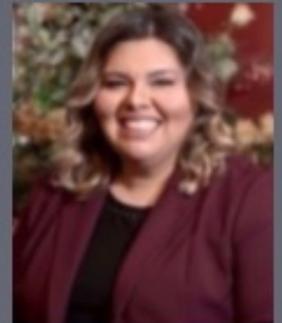
Delia Magdaleno, South Texas College

Mediante un enfoque pedagógico centrado en la integración de las competencias interculturales del currículo, el objetivo de la charla "Estrategias para la internacionalización del currículo" es proveer las herramientas necesarias para formar a nuestros estudiantes como ciudadanos globales, con una perspectiva interdisciplinar.

Tips for Implementing Project-Based Learning in the Bilingual Classroom

Dr. Xóchitl Rocha, TEA and Dr. Gina Garza-Reyna, TAMUK

This presentation will discuss with the participants the importance of Project-Based Learning (PBL), how to integrate PBL into the classroom, how to set up a classroom that is conducive to project based learning, and provide ideas on how to go about grouping students for PBL. The session will also discuss with the participants how to organize projects and align them to the TEKS/ELPS and how to go about assessing students' work by providing sample rubrics for teachers to consider.



K-12 Dual Language: The Only Way to Meet the On-Level-Biliteracy Promise, Part I

Dr. Mario Ferrón, Uvalde ISD

To reach academic biliteracy, dual language programs MUST continue up to twelfth grade. When we stop academic instruction, and therefore, academic development, in one of the languages, we aren't supporting full biliteracy. A Dual Language program that doesn't reach 12th grade, continues to be a transitional program and is not meeting the on-level biliteracy promise.

Accelerate Learning, Language Development, and Literacy Skills for Your Bilingual Students in PK-3 Using a Hybrid Model

Terri Booker, Holly de Leon, and Jeanne Cantu, Footsteps2Brilliance

This session will address how Bilingual/Dual Language classrooms in Pre-K through 3rd Grade can leverage smartphones, tablets, and computers to provide equitable access to culturally relevant, developmentally appropriate learning for every child. We will explore hybrid in-person and remote-learning lessons that are thematically based on traditional English and Spanish nursery rhymes, along with trans-adapted books, interactive games, etc. By bridging school and home with engaging technology that emphasizes language-rich resources, dual language classrooms create new culturally relevant models of education, eliminate literacy gaps, and successfully engage students.



Beyond EL Identification: Progress Monitoring with PreLAS and LAS Links

Taleisha Taylor and Nina Trigger, Data Recognition Corporation

In addition to the preLAS and LAS Links forms to be utilized for the purpose of English learner identification, both the preLAS and LAS Links offer additional forms available to be used for Progress Monitoring purposes. This presentation will focus on the additional forms of LAS Links and how they align to the ELPS.

Breakout Session #2



Aprendizaje social y emocional en el aula bilingüe: ¡Lo que necesitan saber!

Anabel Rangel, Region One ESC

El aprendizaje social y emocional (SEL) es una parte integral de la educación y el desarrollo humano. SEL es el proceso mediante el cual todos los jóvenes y adultos adquieren y aplican los conocimientos, las habilidades y las actitudes para desarrollar identidades saludables, manejar las emociones y lograr metas personales, sentir y mostrar empatía por los demás, establecer y mantener relaciones de apoyo, y hacer decisiones responsables y afectuosas. Acompáñenme a aprender como desarrollar estas destrezas en nuestros estudiantes bilingües.

Effective Practices for Daily Success of English Learners in the ESL Classroom

Carlene Thomas, Texas Education Agency

Let's explore practical sheltered instruction methods that can be applied daily to enhance English learner achievement! We will take a close look at how to tweak instructional methods that reach English learners at their levels of English language proficiency and various backgrounds (newcomers, long-term ELs, etc.).



K-12 Dual Language: The Only Way to Meet the On-Level-Biliteracy Promise, Part II

Dr. Mario Ferrón, Uvalde ISD

To reach academic biliteracy, dual language programs MUST continue up to twelfth grade. When we stop academic instruction, and therefore, academic development, in one of the languages, we aren't supporting full biliteracy. A Dual Language program that doesn't reach 12th grade, continues to be a transitional program and is not meeting the on-level biliteracy promise.

Partnership between Harlingen CISD and Seidlitz Education

Norma García, Harlingen CISD and Dr. Mónica Lara, Seidlitz Education

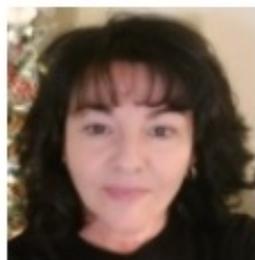
This session will provide a description of the partnership between Harlingen CISD and Seidlitz Education to provide intentional teacher coaching to bilingual and ESL teachers to positively impact English Learner achievement.



How Can Administrators Support Multilingual Students?

Dr. Carolina Lopez, Weslaco ISD; Zizi Asfour, Splendora ISD; Maritza Cardenas, Edinburg CISD; Sandra Medrano-Arroyo, Former Manager of Multicultural Education for the School District of Palm Beach County, FL.

Moderator: Steve Sofronas, Manager of Community Marketing and host of Highest Aspirations podcast



Join us for a panel discussion focused on how administrators are supporting multilinguals in the new school year. Hear from school leaders on their journey this past year and how to start planning for the future. Our panel will offer their insight on various approaches they've taken and lessons learned. This session will encourage collaboration amongst administrators to meet the needs of English Learners from a district level perspective. Participants will have the opportunity to ask questions and reflect on their own practices.

Breakout Session #3



Recognizing and Rewarding Teacher Excellence in Texas

Socorro M. Espinoza, Ed.D., Leadership and Educational Consultant

What is teacher effectiveness? In this session participants will gain common language and understanding of teacher effectiveness and methodology to determine levels of effectiveness. Participants will understand the Texas Teacher Incentive Allotment theory of action and the methodology used by the state to reward teacher effectiveness. Teachers are the most important factor that influences student achievement and the life of our students. In this session, participants will examine the current state and school districts efforts to provide a realistic pathway for teachers to earn six-figure salaries and to help attract and retain highly effective teachers.

Engaging Students in Meaningful Reading

Kathleen Estrada, Region One ESC

Students gain deeper comprehension through the ways they respond to the reading of a text. Reading comprehension and reading response skills are crucial to building not only comprehension, but also engage students in the application of reading and writing skills. Participants will learn how to support English Learners by intertwining comprehension and reading response skills to improve students reading engagement, comprehension and practice multiple ways to respond to a text. (Grades 3-8)



What to do When the Honeymoon is Over: Keeping Your Dual Language Program Together for the Long Haul, Part I

Dr. Barbara Kennedy, Global Lingo Ed

Many program leaders experience disappointment, doubt, and even panic as their first dual language cohort approaches third grade, or once the program expands to the middle school grades. As new challenges arise, district and community stakeholders may question the decision to adopt dual language, and some may consider abandoning the program altogether. Come learn what you can do to sustain your program and ensure student success and attainment of program goals. Those in the process of dual language program planning are also welcomed to attend!

Supercharge Your Math Curriculum and Transform Math Instruction for EL and Bilingual Students

Dr. Ted Feller & Terri Booker, ClassHero for Math

Worksheets, workbooks and homework packets are common instructional tools used by teachers to help students understand and practice the concepts being taught. Unfortunately teachers face the daily challenge of making these materials appropriate and accessible for the diverse learning levels and language needs of the students that walk into their classroom. In this session you will learn about ClassHero, an innovative technology tool for teachers that can supercharge any K-8 math curriculum, improve instruction, and help teachers easily meet the academic and linguistic needs of their students with just one-click! Join us and find out how you can get the tools you need to meet your students where they are at when they return this fall.



Addressing Diverse Learners in an Asynchronous and Synchronous Environment

Bilma Paez-Moreno, IXL

Maximize instructional time by implementing best practices with IXL's Live Classroom, open access curriculum and unique Analytics. Participants will leave with an understanding of how IXL can simplify their instructional planning and support ALL learners in one easy to use platform.

Breakout Session #4



Dual Language as a Default for All Kids

Esmeralda Alday, San Antonio ISD

Students participating in Dual Language (DL) programs are on average two grade levels ahead of their peers, more engaged in school, and experience a deeper connection with cultural identity. With expansion of DL programs into nearly 70% of campuses, including a district-wide expansion into more grade 6 - 12 schools than any other district in the country, San Antonio ISD is treating DL as the mainstream program for all students. Preliminary state and national assessments, as well as community testimonios, point to continued success. This session will provide insight into development and planning for large urban school districts.

What's Cooler than Cool? Cooperative Learning in a Virtual Classroom

Sherry Vargas and María Velasco, PSJA ISD

What's cooler than cool? The TIK TOK "Cooler than cool" viral trends may show a huge pantry full of snacks, the latest dance trend, or the excitement of a teacher dressed in a shark costume teaching her online students. We are delighted to share actual ESL virtual classroom "Cooler than Cool" Cooperate learning approaches for online learning to achieve a common academic goal. "The Nuts & Bolts of Cooperative Learning" by, Johnson, Johnson, & Holubec, emphasizes that cooperative learning helps raise the achievement for ALL students (gifted, high/ medium/low achievers, academically handicapped), helps build positive relationships, and gives students the experiences they need for healthy social, psychological, and cognitive development.



What to do When the Honeymoon is Over: Keeping Your Dual Language Program Together for the Long Haul, Part II

Dr. Barbara Kennedy, Global Lingo Ed

Many program leaders experience disappointment, doubt, and even panic as their first dual language cohort approaches third grade, or once the program expands to the middle school grades. As new challenges arise, district and community stakeholders may question the decision to adopt dual language, and some may consider abandoning the program altogether. Come learn what you can do to sustain your program and ensure student success and attainment of program goals. Those in the process of dual language program planning are also welcomed to attend!

Summit K12

Pending Presenter, Summit K12

Pending Description



Supporting K-12 Newcomers and all EL in the Classroom and Beyond

Patricia Acosta, Vista Higher Learning

Having engaging resources that are adaptable to both physical and digital learning environments is necessary as educators aim to provide multiple language-development opportunities for their ELLs. In this session, teachers will learn about groundbreaking resources and tools that will help them bring language to life as they prepare their newcomers and all ELLs to succeed in the classroom, and beyond.

Breakout Session #5



Success for ALL: Providing Supports for Students with Multiple Exceptionalities

Dr. Brenda De la Garza, Region One ESC

During this session participants will learn about the basic premises behind Universal Design for Learning (UDL) and how addressing the needs of all students can be done by embedding supports during instruction. An emphasis will be placed on serving students with multiple exceptionalities.

Biliteracy Instruction in the Transitional Bilingual Classroom, Part I

Amy Johnson, TEA



Transitional Bilingual Education (TBE) leverages students' Spanish literacy for a more effective transition to English literacy. When students come to school with language and literacy knowledge in both English and Spanish, however, they can benefit from a different type of literacy instruction within their TBE program. Biliteracy instruction addresses linguistic resources students bring in both languages as an asset, and all types of bilingual students can benefit from this type of instruction. Come with your students in mind and ready to share your experiences in a TBE program.



Lenguaje Dual: La única forma de cumplir la promesa de biliteracidad-a-nivel, Parte I

Dr. Mario Ferrón, Uvalde ISD

Para alcanzar biliteracidad académica, los programas duales DEBEN continuar hasta doceavo. Cuando detenemos la instrucción académica en uno de los lenguajes, no estamos apoyando una biliteracidad plena. Un Programa Dual que no continua hasta doceavo, sigue siendo un programa transicional y no cumple la promesa de biliteracidad-académica-a-nivel.

Pending Title: Summit K12

Summit K12

Description Pending



Addressing Diverse Learners in an Asynchronous and Synchronous Environment (Repeat Session)

Bilma Páez-Moreno, IXL

Maximize instructional time by implementing best practices with IXL's Live Classroom, open access curriculum and unique Analytics. Participants will leave with an understanding of how IXL can simplify their instructional planning and support ALL learners in one easy to use platform.

Breakout Session #6



Differentiated Stations in a Dual Language Classroom

Hilda Ramos & Rachel Rice, Splendora ISD

This session will help teachers create and implement targeted leveled and differentiated work stations that are customized to student needs and academic level. In a dual language classroom, this system gives emergent bilingual students the opportunity to use and develop both of their languages and become self motivated and adaptable learners.

Biliteracy Instruction in the Transitional Bilingual Classroom, Part II

Amy Johnson, Texas Education Agency



Transitional Bilingual Education (TBE) leverages students' Spanish literacy for a more effective transition to English literacy. When students come to school with language and literacy knowledge in both English and Spanish, however, they can benefit from a different type of literacy instruction within their TBE program. Biliteracy instruction addresses linguistic resources students bring in both languages as an asset, and all types of bilingual students can benefit from this type of instruction. Come with your students in mind and ready to share your experiences in a TBE program.



Lenguaje Dual: La única forma de cumplir la promesa de biliteracidad-a-nivel, Parte II

Dr. Mario Ferrón, Uvalde ISD

Para alcanzar biliteracidad académica, los programas duales DEBEN continuar hasta doceavo. Cuando detenemos la instrucción académica en uno de los lenguajes, no estamos apoyando una biliteracidad plena. Un Programa Dual que no continua hasta doceavo, sigue siendo un programa transicional y no cumple la promesa de biliteracidad-académica-a-nivel.

Teach English Learners Academic Language Mastery and Prepare Them to Cross the Finish Line on TELPAS

Eric Beck, Terri Booker, and Jeanne Cantu, Continental Press

Understanding academic language doesn't come easily for many of our English Learners (ELs), but it's crucial for their success in the classroom. In this presentation learn how to teach grade-level academic language terms across listening, reading, writing, and speaking activities. Reinforce your curriculum with content/topics in science, social studies, mathematics, and language arts. Differentiate instruction by matching the right book to each student. Texas TEAM Toolkits provide TEKS standards-based activities to help ELs develop grade-level academic language used in the classroom and on English language proficiency tests. Finish Line prepares English learners for the types of questions they will encounter and the kinds of responses that are expected on the TELPAS.



Empathy, Equity, and Inclusivity: How Can Dual Language Educators Plan for Rigorous Reading Instruction in Spanish with Thoughtful Consideration of These Three Goals?

Valerie Butrón and Lise Ragan, BeeReaders

Pending Description

Bridging Digital Supports for Students with Disabilities Who Are Also English Learners

Diana Sáenz, Region One ESC

Do you find it confusing to choose the best digital learning products and tools for your classrooms and your learners? As teachers we want to provide our students the best opportunities for learning but supporting student success is not always easy and selecting which technologies to bring into the classroom can be daunting.



Breakout Session #7



Sing and Sign/ Cantar y hacer señas

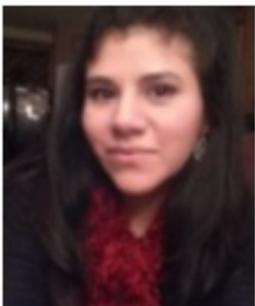
Dr. Mike Longoria

Singing songs is non-threatening, it brings joy to learning, helps familiarize students with connections, and provides a fun way to acquire a new language (Lake, 2005). American Sign Language (ASL) is good for the brain and helps students make meaningful connections to language while developing literacy skills. Singing and Signing is the "bridge" that connects the two languages. Great dual language experience!

I See You, I Value You, and I Include You! Creating a Culturally Responsive Teaching and Learning Environment

Niranda Flores, Region One ESC

Now more than ever, it is extremely important for educators to know how to create an inclusive environment in their classrooms and set high expectations for ALL STUDENTS, including under-served students who are represented by students of color, ELs, and students from low-socio economic status. In this session, participants will learn a series of strategies to become culturally responsive in their classroom to support the cognitive, linguistic, and affective development of English Learners.



Intertwining Socio-Cultural Competence in Dual Language Immersion Programs

Dr. Xóchitl Rocha, TEA

Dual Language Immersion programs foster bilingualism, biliteracy, and biculturalism in the partner language and English. Bilingualism and biliteracy are observable since program inception, but often times biculturalism and the socio-cultural awareness may not be as prevalent cross-curricular. This session will provide participants the importance of building awareness around the development of critical consciousness to cultivate strong and effective DLI programs that provide equitable opportunities for learners, educators, families and communities.

Time to Retire the Same Ol' English Language Books & Their Spanish Translations! Easy Ways to Find Authentic Literature Written About & By BIPOC

Kimberley D. Kennedy, Ph.D.

Selecting and implementing materials—like picture books, chapter books, graphic novels, etc.—are key to lesson planning, delivery, and student engagement. It's important for students to see themselves and their experiences represented in lesson materials and content. However, much of the literature used in EC-12 classrooms reflect a serious lack of culturally and linguistically diverse (CLD) literature written by and about BIPOC. This session will: discuss the common pitfalls of using translations of popular English-language literature; overview the current lack of diversity in the publishing pipeline of children's and young adult literature; outline 3 ways to identify high-quality CLD literature; and give you tools for implementing CLD literature across the curriculum. Particular attention will be paid to highlighting different book awards that prioritize CLD authors and experiences.



English Learner Program Implementation: The Power of Self-Reflection and Growth

Edgar Ibarra, Region One ESC

The Texas Education Agency has created and released rubrics for local education agencies to evaluate their locally selected English learner program (Bilingual or ESL). This session will explore the POWER of self-reflection as districts evaluate their program with the support of a comprehensive committee. Ideas will be shared and discussed to support program administrators in the selection of committee members, activities that can be used to strengthen the reflection process, and the creation of an improvement plan and the identification of long and short term goals.

Breakout Session #8



Phonics and Word Study in a Dual Language Program

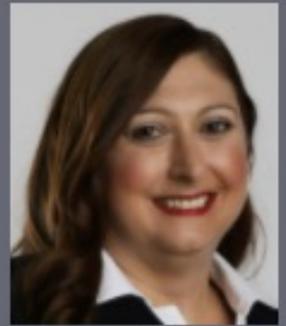
Dr. Breyda Villaroel and Zizi Asfour, Splendora ISD

Teaching how to read and write in two languages? In this session participants will learn how to use Language Transfer to develop Literacy in both languages.

Dual Language Immersion Program Evaluation

Neda Ramirez, UTRGV

This session will introduce a convergent mixed methods case study DLI program evaluation that can assist administrators in making decisions and implementing best practices.



Leveraging Culturally Relevant Texts in Bilingual Classrooms to Build Global Competence

Lileana Ríos-Ledezma, Ph.D., Region One ESC

Our 21st century scholars, specifically, our Emergent Bilinguals, should engage in learning experiences which cultivate resiliency and grit. These factors contribute directly to their academic success in their educational journey. Our beautiful and unique Emergent Bilinguals must experience the positive connection to protagonists of authentic literature in order to develop critical consciousness, metalinguistic awareness, and examine global and intercultural issues. In this session, participants will interact with a variety of texts to leverage instruction and create educational equity within their classrooms for our emergent bilinguals.

Summit K12

Pending Presenter, Summit K12

Pending Description



Supporting English Learners Through the Inferential Thinking Process

Gloria Vela, Region One ESC

Research shows that vocabulary, background knowledge, and working memory impact students' ability to generate valid inferences. Participants will learn a variety of instructional strategies that target these important factors in the Bilingual/ESL classroom.