



San Diego Dual Language

 **VIRTUAL Conference** 2021

SOCIAL JUSTICE, BILITERACY, AND MULTILINGUALISM FOR ALL

-
- **Friday, January 29**
 - **Saturday, January 30**
8:30 a.m. to 3:30 p.m.
-

San Diego State University's College of Education
and the
San Diego County Office of Education
welcome you to the

San Diego Dual Language VIRTUAL Conference 2021

SOCIAL JUSTICE, BILITERACY, AND MULTILINGUALISM FOR ALL



Dr. Y. Barry Chung

Dean, College of Education
San Diego State University



Dr. Mary Sakuma

Superintendent of Schools
Butte County Office of Education



Dra. Margarita Machado-Casas

Full Professor and Chair,
Dual Language and
English Learner Department
San Diego State University



Dr. Olympia Kyriakidis

Senior Executive Director,
Multilingual Education and
Global Achievement Department
San Diego County Office of Education



Our students need their educators to be well-prepared to meet their unique needs during these unprecedented times. With that in mind, the San Diego County Office of Education (SDCOE) is honored to once again partner with San Diego State University on the annual San Diego Dual Language Conference. This conference continues to bring together the latest research and best thinking on how to support our students to be global leaders.

SDCOE is proud of the work we've done around dual language. We have a robust language learning team in our Multilingual Education and Global Achievement (MEGA) department and provide supports to districts and charter schools across our community, including more than 100 dual language program sites. We also continue to serve as the national home of Common Core standards *en español*, and we recently released Spanish language versions of the Next Generation Science Standards.

Thank you for joining us at the conference. We hope you gain important knowledge that will help you give your students a future without boundaries.

Dr. Paul Gothold

Superintendent of Schools

San Diego County Office of Education

CONFERENCE OVERVIEW

1 Day 1: Friday, January 29

8:30 to 9:30 a.m. Welcome and Keynote

9:30 to 9:45 a.m. Break

9:45 to 11:30 a.m. Breakout Sessions - Round A

11:30 to 11:45 a.m. Special recognition: Dra. Alma Flor Ada

11:45 a.m. to 12:30 p.m. LUNCH Break

12:30 to 1:15 p.m. Keynote

1:15 to 1:30 p.m. Break

1:30 to 3:15 p.m. Breakout Sessions - Round B

3:15 to 3:30 p.m. Closure

2 Day 2: Saturday, January 30

8:30 to 9:30 a.m. Welcome and Keynote

9:30 to 9:45 a.m. Break

9:45 to 11:30 a.m. Breakout Sessions - Round C

11:30 to 11:45 a.m. Special recognition: Pam Muñoz Ryan

11:45 a.m. to 12:30 p.m. LUNCH Break

12:30 to 1:15 p.m. Keynote

1:15 to 1:30 p.m. Break

1:30 to 3:15 p.m. Breakout Sessions - Round D

3:15 to 3:30 p.m. Closure



8:45 to 9:30 a.m.
Keynote Speaker
Dr. José Medina



Friday Morning, Jan. 29

Breakout Sessions **Round A:** 9:45 to 11:30 a.m

ROOM

1



Dr. Melissa Navarro

Pedagogía crítica durante ciencias en las escuelas de doble inmersión

Dada la población de estudiantes hispanohablantes en grados K-8 en California, debemos interrumpir la perpetuación de los sistemas opresivos dentro de la institución de educación. Esta presentación centrará estudiantes de K-8 en programas de inmersión dual durante lecciones de ciencias críticas al enfocarse en la descolonización de contenido y pedagogías.

ROOM

2



Dr. Katherine Espinoza

Teaching in a Double Pandemic: Integrating Culturally Sustaining Pedagogical Practices in Remote Learning Settings

This presentation addresses areas related to increasing students' sociopolitical consciousness in contested areas related to bilingual, dual-language, and multilingual education. Specifically, this presentation will examine how to approach teaching issues of race, immigration, indigenous peoples, and gender through culturally sustaining read-alouds in virtual learning environments.

ROOM

3



Dr. Daniel Hernández

Dr. Sera Hernández

Lic. Yara Amparo López

Formadores de Docentes Binacionales

Un equipo de educadores binacionales presentará el proyecto "Formadores de Docentes Binacionales," una colaboración de académicos de cuatro instituciones de San Diego, California y del estado de Baja California, México. Los presentadores expondrán la manera en cómo se ha ido construyendo una relación transfronteriza entre profesores formadores de docentes que tiene como propósito trascendental el desarrollo y implementación de un currículum binacional.

ROOM

4



Dr. Susana Ibarra Johnson

Implementing a Translanguaging Space

In this session, we will take a learn-reflect-action approach to better understand the translanguaging core beliefs, entry points and how they intersect with dual-language bilingual education (DLBE). Participants will reflect upon the presented translanguaging space examples implemented in DLBE classrooms. Then, will explore how to plan for a purposeful, flexible use of language for instruction.

ROOM

5



Beatrice Zamora

The Spirit of Chicano Park/El espíritu del Parque Chicano

Learn about the historic founding of a National Historic Landmark: Chicano Park. 50 years of community resilience and self-determination will be showcased. Author Beatrice Zamora, joined by Josephine Talamantez of the CP Museum and Cultural Center, will share the book, history, and classroom application. Purchase the book at toltecapress.com/titles.

ROOM

6



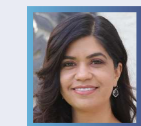
Anya Bobadilla

El Desarrollo de la Oralidad en Español

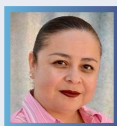
Esta sesión, presentada totalmente en español, se enfocará en el desarrollo del lenguaje oral en una clase de dos idiomas. Se presentarán estrategias para promover el uso estratégico del lenguaje académico.

ROOM

7



Dr. Alma Castro



Laura Diaz

El Modelo Educativo para Aprendices de Inglés en California: "EL Roadmap Policy"

En este taller usted aprenderá sobre el mapa de la política educativa. También aprenderá sobre los cuatro principios que guían a los aprendices de inglés a que tengan un mejor acceso a altos niveles de competencia en Inglés y la importancia de desarrollar destrezas en varios idiomas.

ROOM

8



Guillermo Castillo

Parents Role in Distance Learning

In this session, we will be reviewing how parents can help their children navigate distance learning through a social/emotional lens. Future Educator Support is a program within Butte County Office of Education that provides access to a diverse cadre of educators and develops high-quality, culturally responsive practitioners that will serve and lead our diverse learners with equity through the lens of social justice.

ROOM

9



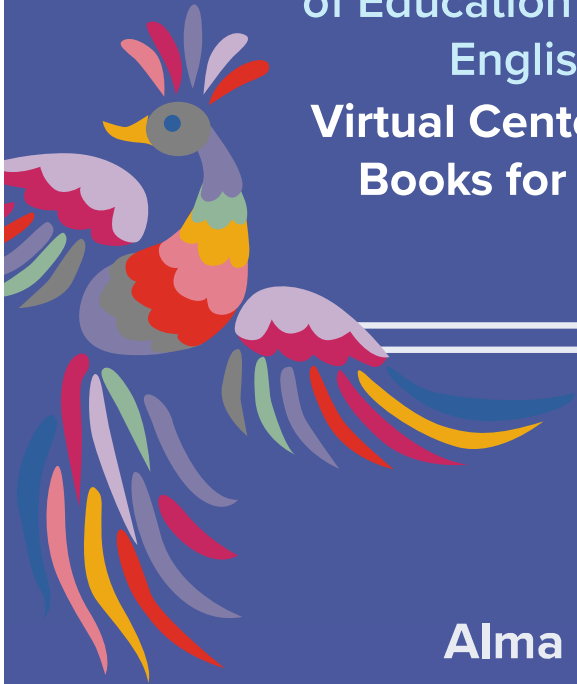
Emily Young

The Nepohualtzintzin Ethnomathematics Informal Learning Club: Developing Cultural Connections and Mathematics Knowledge

The Nepohualtzintzin Ethnomathematics Informal Learning Club (Nepo) is an after-school math experience where students can make cultural connections and deepen their mathematics knowledge through the introduction of the ancient tool Nepohualtzintzin. This session will explore the implementation of the Nepo in San Antonio campuses and will explore the practices that emerged during the implementation.

Announcing

the founding of the SDSU College
of Education Dual Language Education and
English Learner Department's
**Virtual Center for Bilingual and Bicultural
Books for Children and Young Adults**



Introducing
the inaugural
Alma Flor Ada Herencia Book Award

IN HONOR OF DR. ALMA FLOR ADA



Join us as we celebrate
the lifetime achievements and bilingual,
bicultural contributions of
Dr. Alma Flor Ada

Friday, Jan. 29
11:30 a.m.



12:30 to 1:15 p.m.
Keynote Speaker
Dr. Ofelia García

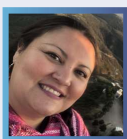


Friday Afternoon, Jan. 29

Breakout Sessions **Round B:** 1:30 to 3:15 p.m

ROOM

1



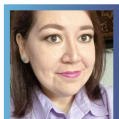
Dr. Melissa Navarro

Pedagogía crítica durante ciencias en las escuelas de doble inmersión

Dada la población de estudiantes hispanohablantes en grados K-8 en California, debemos interrumpir la perpetuación de los sistemas opresivos dentro de la institución de educación. Esta presentación centrará a estudiantes de K-8 en programas de inmersión dual durante lecciones de ciencias críticas al enfocarse en la descolonización de contenido y pedagogías.

ROOM

2



Daniela Alonso Gonzalez



Alejandra Ramirez Arce

Effectiveness of English Courses by Levels Implemented at Escuela Normal Fronteriza Tijuana

Following Kirkpatrick's model (2006), this work is aiming to present the second level results regarding the English courses by levels implemented in six bachelor's degrees offered in Escuela Normal Fronteriza Tijuana.

ROOM

3



Dr. Michael Domínguez

Geographies of (In)Justice: The Epistemic Conditions Necessary for Culturally Sustaining Pedagogy

This session explores a critical question often overlooked in our eagerness to promote justice-oriented teaching: What does the affective geography of my school site and classroom look like? We will examine how the epistemic landscapes of schooling can reinforce colonial and marginalizing tensions, undermining even our most well-intentioned equity-minded efforts.

ROOM

4



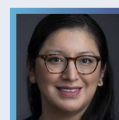
Dr. Matt Rhoads

Providing K-12 Teachers and School Leaders with Research-Based Strategies for ELLs for Integration with Mainstream Edtech Tools

As we navigate the 2020-21 school year and beyond, K-12 educators must navigate how to engage all of their students in a variety of different educational settings. Along with engaging our learners, we must amplify their learning by integrating research-based instructional strategies with our available educational technology tools. Thus, with the ability to integrate instructional strategies with educational edtech tools, teachers can engage their English language learners with an assortment of strategies to help amplify their learning as well as incorporate the elements of the Universal Design for Learning to be implemented within any educational setting (e.g., online and blended learning) to build their English language skills.

ROOM

5



Dr. Lluïana Alonso



Sarina Ayala

Reflexiones de Futuros Docentes de las Fronteras: Caso del Valley Imperial y Tijuana

Reflections of Borderland Teacher Candidates: An Imperial Valley and Tijuana Case Study

This presentation explores fronterizo teacher education by focusing on teacher dispositions and characteristics as they relate to the effective schooling in the borderlands. Utilizing data from an eight-week binational, bilingual, and bicultural virtual partnership between SDSU-Imperial Valley and Escuela Normal Fronteriza Tijuana, teacher candidates from both Imperial Valley and Tijuana offer critical fronterizo teacher dispositions that account for students who often negotiate two cultures, two languages, and two countries.

ROOM

6



Dr. Belén Hernando-Lloréns

Scientific Practices that Made Possible the Bilingual Child of Color as a Matter of Concern for Educational Scientists

Histories of bilingualism in the U.S. tend to focus on the history of the institutionalization of bilingual education, putting the civil rights era as the time when linguistic diversity was placed at the center of educational research and practice. In this presentation, I shift the focus from the institutionalization of bilingual education and its policy to the scientific practices that made possible the bilingual child of color as a matter of concern for educational scientists.

ROOM

7



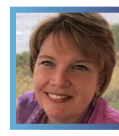
Tonja Byrom

California World Languages Standards and Framework for Kindergarten Through Grade 12 Language Programs

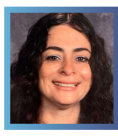
This session introduces the recently adopted California World Languages Standards and Framework for kindergarten through grade 12 language programs. These state documents will be shared through the lens of proficiency oriented thematic planning with a social justice focus. Topics and resources related to authentic themes, settings, and materials will be shared with participants.

ROOM

8



Dr. Julie Goldman



Izela Jacobo

Writing Redesigned for Innovative Teaching and Equity (WRITE)

This practical approach for classroom teaching focuses on an equity-centered, culturally and linguistically responsive education and accelerates K-12 instructional literacy. San Diego County Office of Education's Writing Redesigned for Innovative Teaching and Equity program is a nationally recognized professional development opportunity for academic excellence that supports classroom teachers to prepare students for college, career, and civic participation. Immediately applicable sample materials and instructional strategies will be shared.







8:45 to 9:30 a.m.
Keynote Speaker
Nilda Aguirre



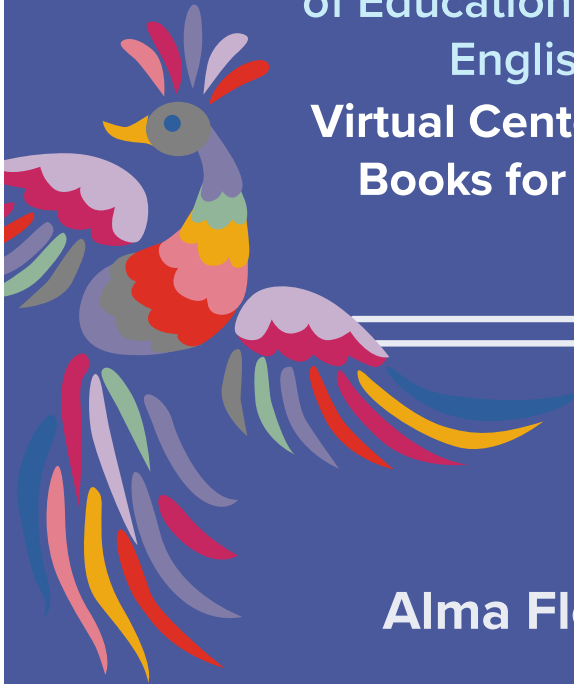
Saturday Morning, Jan. 30

Breakout Sessions **Round C:** 9:45 to 11:30 a.m

ROOM 1	 Dr. Sergio Dotor Fernández	La Gestión del Aprendizaje del Estudiante Normalista	La formación de licenciados en enseñanza y aprendizaje del inglés en educación secundaria en el marco de los fines de la educación en el siglo XXI.
ROOM 2	 Dr. Matt Rhoads	Providing K-12 Teachers and School Leaders with Research-Based Strategies for ELLs for Integration with Mainstream Edtech Tools	As we navigate the 2020-21 school year and beyond, K-12 educators must navigate how to engage all of their students in a variety of different educational settings. Along with engaging our learners, we must amplify their learning by integrating research-based instructional strategies with our available educational technology tools. Thus, with the ability to integrate instructional strategies with educational edtech tools, teachers can engage their English language learners with an assortment of strategies to help amplify their learning as well as incorporate the elements of the Universal Design for Learning to be implemented within any educational setting (e.g., online and blended learning) to build their English language skills.
ROOM 3	 Karla Lopez  Jaqueline García-Pelayo	Future Educator Support Program	Future Educator Support is a program within BCOE that provides access to a diverse cadre of educators and develops high-quality, culturally responsive practitioners that will serve and lead our diverse learners with equity through the lens of social justice.
ROOM 4	 Dr. Verónica González	Recentring the Justice Roots of Bilingual Education Through Critical and Sustainable Sociocultural Competence	Although there are three core goals to the effective and equitable implementation of dual language (DL) programs—academic achievement, bilingualism and biliteracy, and sociocultural competence—the third goal is often overshadowed and undermined. Additionally, there is ambiguity surrounding what sociocultural competence entails. This presentation will engage participants in a discussion regarding recentring the justice roots of bilingual education through critical and sustainable sociocultural competence. Findings from a case study that analyzed the implementation of sociocultural competence at a high-performing TK-8th grade DL program will be presented. Participants will leave the presentation with a solidified definition of sociocultural competence, and tools to review and enhance their current implementation of the third pillar of DL education.
ROOM 5	 Sally Fox  Dr. Sera Hernandez	Making Input Comprehensible and Output Fun	Make input comprehensible and output fun for emergent bilinguals from preK to college! The presenters, who have rich backgrounds as OCDE Project GLAD trainers, university professors, and classroom teachers, will share key strategies that work together to do just that—with ideas for distance learning options, too!
ROOM 6	 Dr. Belinda Flores  Claudia Treviño García Dr. Lisa Lisa Santillan	Dual Language/Bilingual Residency Model	In this session, we will present our Dual Language/Bilingual Residency Model, in which we prepare critically minded culturally efficacious dual language/bilingual teachers. We will also discuss the role of our district partners in implementing this model. Lessons learned, future directions, and opportunities for discussion will be provided.
ROOM 7	 Diana Gomez	Future Educator Support (FES) for Credential Exam preparation	Join us at Future Educator Support for credential exam preparation. Learn about best practices and preparing for the CBEST or CSET Exams and RICA.
ROOM 8	 Dr. Katherine Espinoza  Alpha Martinez-Suarez  Dr. Margarita Machado-Casas	Los Primeros Maestros: Creating Spaces of Inclusion and Validation for Latinx Parental Knowledge	This presentation draws upon the familial cultural wealth of Latinx families to examine how schools can actively address negative stereotypes that have been pervasive in our society. We provide more inclusive examples of how we can define Latinx family engagement in the 21st century.
ROOM 9	 Jorge Cuevas Antillón	Destrezas Fundamentales Parte 1 de 2	Esta presentación comenzará la sesión, que continúa en la tarde, explorando la adquisición de lecto-escritura en español. Los participantes investigarán los estándares de Common Core en español a través de video, actividades y práctica con las estrategias de enseñanza que promueven la alfabetización. Se compartirán recursos gratuitos para lectura disponibles por el internet y se ofrecerán consejos para motivar el aprendizaje de lectoescritura.

Following

the founding of the SDSU College
of Education Dual Language Education and
English Learner Department's
**Virtual Center for Bilingual and Bicultural
Books for Children and Young Adults**



Presenting
the inaugural
Alma Flor Ada Herencia Book Award



Pam Muñoz Ryan
is honored today as the
**2021 recipient of the
Alma Flor Ada Book Award**

Saturday, Jan. 30
11:30 a.m.

12:30 to 1:15 p.m.

Keynote Speakers



Dr. Farima Pour-Khorshid



Dr. Alberto Esquina



Dr. Bettina Love



Saturday Afternoon, Jan. 30

Breakout Sessions Round D: 1:30 to 3:15 p.m

ROOM

1



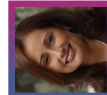
Alpha Martinez-Suarez

ROOM

2



Dr. Katie Sciurba



Dr. Sera Hernandez



Reka Barton

ROOM

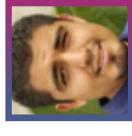
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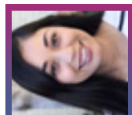
Dr. Haetham Abdul-Razaq

ROOM

4



Jonathan Ramirez



Ana Barron

ROOM

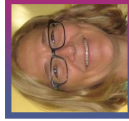
5



Jorge Cuevas Antillon

ROOM

6



Marla Hatrak

Social Justice in the Bilingual Classroom: How to Talk to Children about Racism in the Classroom.

Working in continuing building the culturally and linguistically diverse classroom with a social justice orientation requires today's teacher to engage on anti-racist pedagogies

Humanizing the Border through Children's Picture Books

This session will explore how children's books can provide humanizing depictions of Latinx immigration to counter incomplete mainstream narratives. The presenters will guide participants through a critical examination of select picture books that can support more nuanced conversations with children on the topic of immigration stemming from their recently published article.

Integrating Refugee Families into School and Society

The study describes newcomers and refugee parents' challenges and opportunities when dealing with the public school system in the U.S. The study identifies significant miscommunication and misunderstanding between the schools and refugee families from Arabic-speaking countries due to linguistic and cultural differences.

Making STEM Education Accessible for Emergent Bilinguals Through Inquiry-Based and Collaborative Spaces

In this session, we discuss exploring and deepening understanding of STEM concepts in emergent bilingual environments by implementing hands-on activities and integrating literacy development.

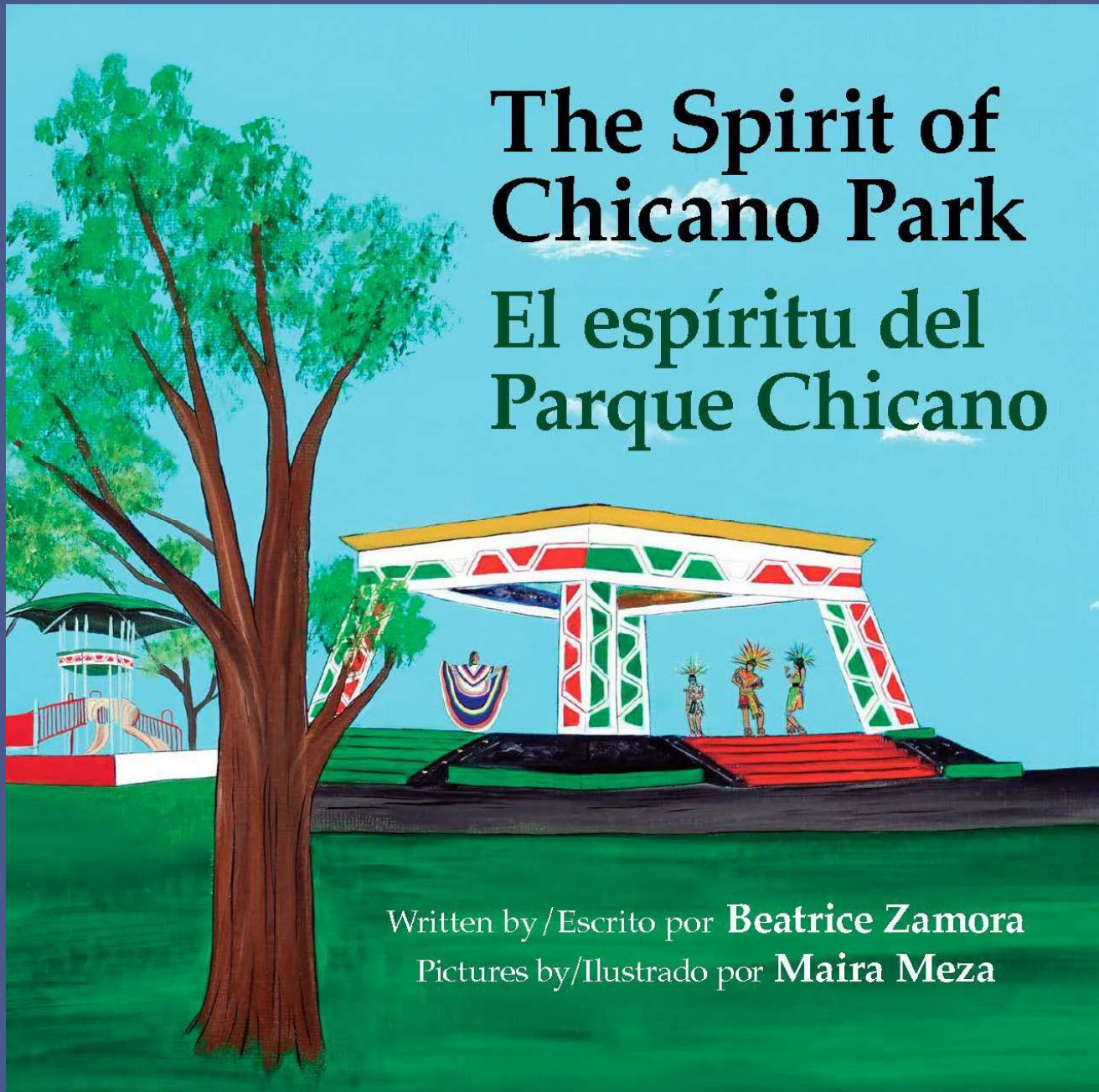
Destrezas Fundamentales Parte 2 de 2

Esta presentación terminará la sesión, que comenzó en la mañana, explorando la adquisición de lecto-escritura en español. De nuevo, los participantes investigarán los estándares de Common Core en español a través de video, actividades y práctica con las estrategias de enseñanza que promueven la alfabetización. Se compartirán recursos gratuitos para lectura disponibles por el internet y se ofrecerán consejos para motivar el aprendizaje de lectoescritura.

American Signed Languages: Access to Deaf Children

Despite a body of research boosting the viability of American Sign Language as ensuring deaf children to acquire the essential English language skills for kindergarten readiness, there appears to be a prevailing emphasis on hearing and speech and a minimal focus on deaf children's language acquisition. I will outline some possible barriers to deaf children having access to American Sign Language.

Learn about the historic founding of a park that has become a National Historic Landmark. The story is one of community resilience, finding voice, and taking civic action. Proceeds from the sale of the book benefit **Chicano Park** and the new **CP Museum**.



Written by / Escrito por **Beatrice Zamora**
Pictures by / Ilustrado por **Maira Meza**

Purchase the book at:

www.toltecapress.com/titles

Proceeds support the park and museum.