San Diego Dual Language

SOCIAL JUSTICE, BILITERACY, AND MULTILINGUALISM FOR ALL

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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 Conference 2021

Social Justice, Bilingualism, 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
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

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
### 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 currículo 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 cased. 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 Díaz**
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.
<table>
<thead>
<tr>
<th>ROOM</th>
<th>Speaker(s)</th>
<th>Title</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Melissa Navarro</td>
<td>Pedagogía crítica durante ciencias en las escuelas de doble inmersión</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>Daniela Alonso Gonzalez, Alejandra Ramirez Arce</td>
<td>Effectiveness of English Courses by Levels Implemented at Escuela Normal Fronteriza Tijuana</td>
<td>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.</td>
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<td>3</td>
<td>Dr. Michael Dominguez</td>
<td>Geographies of (In)Justice: The Epistemic Conditions Necessary for Culturally Sustaining Pedagogy</td>
<td>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.</td>
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<td>4</td>
<td>Dr. Matt Rhoads</td>
<td>Providing K-12 Teachers and School Leaders with Research-Based Strategies for ELLs for Integration with Mainstream Edtech Tools</td>
<td>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.</td>
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<td>5</td>
<td>Dr. Luliliana Alonso, Sarina Ayala</td>
<td>Reflexiones de Futuros Docentes de las Fronteras: Caso del Valley Imperial y Tijuana</td>
<td>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.</td>
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<td>6</td>
<td>Dr. Belén Hernando-Llorén</td>
<td>Scientific Practices that Made Possible the Bilingual Child of Color as a Matter of Concern for Educational Scientists</td>
<td>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.</td>
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<td>7</td>
<td>Tonja Byrom</td>
<td>California World Languages Standards and Framework for Kindergarten Through Grade 12 Language Programs</td>
<td>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.</td>
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<td>8</td>
<td>Dr. Julie Goldman, Izela Jacobo</td>
<td>Writing Redesigned for Innovative Teaching and Equity (WRITE)</td>
<td>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.</td>
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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

**ROOM 2**

- **Dr. Matt Rhoads**
  - Providing K-12 Teachers and School Leaders with Research-Based Strategies for ELLs for Integration with Mainstream Edtech Tools

**ROOM 3**

- **Karla Lopez**
- **Jaqueline García-Pelayo**
  - Future Educator Support Program

**ROOM 4**

- **Dr. Verónica González**
  - Recentering the Justice Roots of Bilingual Education Through Critical and Sustainable Sociocultural Competence

**ROOM 5**

- **Sally Fox**
- **Dr. Sera Hernandez**
  - Making Input Comprehensible and Output Fun

**ROOM 6**

- **Dr. Belinda Flores**
- **Claudia Treviño García**
  - Dual Language/Bilingual Residency Model

**ROOM 7**

- **Diana Gomez**
  - Future Educator Support (FES) for Credential Exam preparation

**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

**ROOM 9**

- **Jorge Cuevas Antillón**
  - Destrezas Fundamentales Parte 1 de 2
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.
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<tr>
<th>ROOM 1</th>
<th>Alpha Martinez-Suarez</th>
<th>Social Justice in the Bilingual Classroom: How to Talk to Children about Racism in the Classroom.</th>
<th>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.</th>
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<tbody>
<tr>
<td>ROOM 2</td>
<td>Dr. Katie Sciurba, Dr. Sera Hernandez, Reka Barton</td>
<td>Humanizing the Border through Children’s Picture Books</td>
<td>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.</td>
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<td>ROOM 3</td>
<td>Dr. Haetham Abdul-Razaq</td>
<td>Integrating Refugee Families into School and Society</td>
<td>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.</td>
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<td>ROOM 4</td>
<td>Jonathan Ramirez, Ana Barron</td>
<td>Making STEM Education Accessible for Emergent Bilinguals Through Inquiry-Based and Collaborative Spaces</td>
<td>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.</td>
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<td>ROOM 5</td>
<td>Jorge Cuevas Antillón</td>
<td>Destrezas Fundamentales Parte 2 de 2</td>
<td>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.</td>
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<td>ROOM 6</td>
<td>Marla Hatrak</td>
<td>American Signed Languages: Access to Deaf Children</td>
<td>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.</td>
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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.

The Spirit of Chicano Park
El espíritu del Parque Chicano

Written by/Escrito por Beatrice Zamora
Pictures by/Illustrado por Maira Meza

Purchase the book at:
www.toltecapress.com/titles
Proceeds support the park and museum.